# Table of Contents

Acknowledgments .............................................................. vii

1. An Overview of the Baccalaureate and Beyond Study ......................... 1
   1.1 Purpose of the Study ................................................. 1
   1.2 Analytic Objectives ................................................... 1
   1.3 Study Design ........................................................ 4

2. B&B:93 Sample Design ..................................................... 5
   2.1 Original NPSAS:93 Sample Design ...................................... 5
   2.2 B&B Student Sample ................................................. 6
   2.3 B&B:93 Sample Eligibility ............................................. 9

3. Data Collection: Telephone and Field Procedures.............................. 10
   3.1 Telephone Interviewing Case Management ............................... 12
   3.2 CATI Production .................................................... 14
   3.3 Refusal Conversion .................................................. 15
   3.4 Respondent Locating ................................................. 17
   3.5 Maximum Calls ..................................................... 18
   3.6 Field Operations .................................................... 20
   3.7 Quality Assurance ................................................... 21
      3.7.1 Measures of Productivity ....................................... 21
      3.7.2 Interviewer Monitoring......................................... 22

4. Response Rates .................................................................... 24

5. Evaluation of Instrument .................................................. 27
   5.1 Length of Interview .................................................. 27
   5.2 Non-response by Item ................................................ 28
   5.3 Reinterviews ........................................................ 31

6. B&B:93/94 Transcript Component .......................................... 34
   6.1 Transcript Collection Procedures ....................................... 34
   6.2 Transcript Processing Procedures ..................................... 35
   6.3 B&B:93/94 Transcripts Eligibility Criteria ............................... 37
   6.4 Quality Control ........................................................ 39

7. Weights Development Documentation for B&B:93/94 Sample .................... 40
   7.1 Weights Development Procedure ..................................... 41
   7.2 Design effects. ........................................................ 48

References ..................................................................... 58
List of Tables

Table 2.1  NPSAS:93 student sample sizes ........................................... 7
Table 2.2  B&B cohort NPSAS:93 response rates by institution type ................ 8
Table 2.3  B&B sample composition .................................................. 9
Table 3.1  Average number of calls made in the TMNS to complete a case .............. 15
Table 3.2  Final completion status by initial refusal status .................................. 16
Table 3.3  Final completion status for locating problem cases .......................... 18
Table 3.4  Final completion status by “maximum call” status .......................... 19
Table 3.5  Total number of interviewing minutes monitored and error rates ............ 23
Table 4.1  Response rates by mode of interview ...................................... 25
Table 4.2  Case disposition by demographic characteristics of sample .................. 26
Table 5.1  Interview administration time by section .................................. 27
Table 5.2  Item non-response .................................................................. 29
Table 5.3  Consistency between original interview data and reinterview data: education items .............................................................. 32
Table 5.4  Discrepancies between original interview data and reinterview data: employment items .............................................................. 33
Table 6.1  Completion rate for B&B:93/94 transcript component ......................... 35
Table 6.2  Questionnaire-transcript status interaction .................................. 38
Table 6.3  Transcript and CATI eligibility .............................................. 39
Table 7.1  Final distribution ................................................................. 40
Table 7.2  Final dispositions .................................................................. 41
Table 7.3  control totals by institution stratum ........................................... 43
Table 7.4  Case identifiers corresponding to weights ..................................... 45
Table 7.5  Weighted response rates by strata ............................................ 47
**List of Tables (Continued)**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>Table 7.6</td>
<td>Design effects for all respondents</td>
<td>49</td>
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<tr>
<td>Table 7.7</td>
<td>Design effects for female respondents</td>
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<td>Table 7.8</td>
<td>Design effects for male respondents</td>
<td>51</td>
</tr>
<tr>
<td>Table 7.9</td>
<td>Design effects for Black respondents</td>
<td>52</td>
</tr>
<tr>
<td>Table 7.10</td>
<td>Design effects for Asian respondents</td>
<td>53</td>
</tr>
<tr>
<td>Table 7.11</td>
<td>Design effects for Hispanic respondents</td>
<td>54</td>
</tr>
<tr>
<td>Table 7.12</td>
<td>Design effects for White respondents</td>
<td>55</td>
</tr>
<tr>
<td>Table 7.13</td>
<td>Design effects for respondents at 4-year public institution</td>
<td>56</td>
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<tr>
<td>Table 7.14</td>
<td>Design effects for respondents at 4-year private institution</td>
<td>57</td>
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</tbody>
</table>
List of Figures

Figure 3.1 Paths toward case completion .......................................... 11
Figure 3.2 Daily CATI production ............................................... 13
Figure 3.3 CATI production rates ................................................ 14
Figure 3.4 Field production rates ................................................ 21
Figure 6.1 B&B transcripts courses coded ......................................... 37

Appendices

Appendix A: Sample advance letter
Appendix B: Refusal conversion letters
Appendix C: NPSAS items
Appendix D: B&B items
Acknowledgments

The Baccalaureate and Beyond:93/94 (B&B:93/94) Methodology Report could not be completed without the assistance of staff from the National Center for Education Statistics and Office of Educational Research and Improvement. Paula R. Knepper, Project Officer and C. Dennis Carroll, Postsecondary Longitudinal Studies Program Director, in particular were extremely helpful in the preparation of the report and in providing support throughout the data collection. We would also like to thank Robert S. Burton and Peter S. Stowe of NCES, and Daniel Goldenberg of the Department’s Planning and Evaluation Service for their review of this report and the many insights which they provided.

The success of the B&B:93/94 survey is largely attributable to the hard work and dedication of many staff at NORC. The authors would like to acknowledge the specific contributions of Kathy Salmon and Cheryl Gilbert (task leaders for field data collection) and Cathy Haggerty (task leader for phone center data collection), whose roles in the data collection led to a well orchestrated and highly successful survey.

The authors would like to thank Norman Bradburn and the members of the technical advisory board for their guidance in the development of the survey design and their assistance in developing the study instruments. Finally, we extend thanks to the willing participants in the B&B study who devoted their time and were forthcoming with the information that is the basis of this report.
1. An Overview of the Baccalaureate and Beyond Study

1.1 Purpose of the Study

The Baccalaureate and Beyond Longitudinal Study (B&B:93) tracks the experiences of a cohort of recent college graduates, those who received the baccalaureate degree during the 1992-93 academic year and were first interviewed as part of the National Postsecondary Student Aid Study (NPSAS). This group's experiences in the areas of academic enrollments, degree completions, employment, public service, and other adult decisions will be followed for about 12 years. Ultimately, B&B:93 will provide data to assess the outcomes of postsecondary education, graduate and professional program access, and rates of return on investment in education.

The U.S. Department of Education's National Center for Education Statistics (NCES) is authorized to conduct the B&B:93 study under Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, P.L. 103-382, which states:

"The duties of the Center are to collect, analyze, and disseminate statistics and other information related to education in the United States and in other nations, including (1) collecting, acquiring, compiling ..., and disseminating full and complete statistics on the condition and progress of education at the pre-school, elementary, secondary, and postsecondary levels in the United States, including data on ...

- student achievement at all levels of education; ...
- educational access to and opportunity for postsecondary education, including data on financial aid to postsecondary students;
- teaching, including data on course-taking, instruction, the conditions of the education workplace, and the supply of, and demand for, teachers, which may include data on the proportions of women and men, cross-tabulated by race or ethnicity, teaching in subjects in which such individuals have been historically underrepresented;
- the learning and teaching environment, including data on libraries;
- the financing and management of education, including data on revenues and expenditures; and ...

(3) conducting longitudinal studies as well as regular and special surveys and data collections, necessary to report on the condition and progress of education; . . ."
• Are bachelor's degree recipients able to enter the work force or graduate school soon after acquiring the degree or within the time periods they expect?

• Do bachelor's degree recipients enter jobs related to their major fields of undergraduate study?

• How long do bachelor's degree recipients take to complete the bachelor's degree? Does this vary by field of study, type of school, age of student, or time of first entry into a postsecondary program?

• How long does it take to obtain a job in an area related to the field of study? Does the required time differ by degree attained? Does it differ by field?

**Graduate and professional program access.** Entrance into graduate or professional school after completing the bachelor's degree raises many of the same questions as initial entry into the work force. In many fields, it is necessary to complete a graduate program to get a job in the field. In other fields, such as teaching, additional study may be required to continue working or to be promoted in the field, even though graduate education is not required for initial entry into the field. In most fields, graduate education enhances the ability to perform, even if it is not strictly required for entrance, continuation, or promotion. Therefore, it is important to determine whether persons who wish to continue their education beyond the baccalaureate degree have the opportunity to do so. Questions in this area include the following:

• Are people who want to enter graduate school immediately after completing the bachelor's degree able to do so? Why do some graduates delay entry into graduate or professional study? Do these persons persist in seeking to enter and do they succeed in entering later?

• Are those who want to enter graduate school after gaining some work experience able to do so when they planned, or are they further delayed? Do they carry out their original plan or later decide against graduate school? How long do they delay entry?

• What proportion of students who have no plans for graduate school at the time they complete the bachelor's degree later change their minds and attempt to enter graduate school? Do these persons have the access they would have had if they had attempted to enter graduate school immediately after completing the bachelor's degree? Are there additional difficulties associated with later decisions to enter graduate school?

**Rate of return.** Rate of return refers to the financial payoff or other value of the bachelor’s degree relative to the expense in time and money of obtaining the degree. There are two perspectives for gauging the rate of return. From the perspective of the individual, the rate of return can be measured in terms of monetary reward and personal satisfaction. From the perspective of society, rate of return can be measured in terms of the contribution a student makes to the nation's productivity as well as through community involvement and public service. For example, societal returns to investments in postsecondary education include the work performed by bachelor's degree recipients in public service areas such as teaching, volunteer work, and other community service.
For both the individual and society, rate of return can also be gauged by the adequacy of the individual's preparation for entry into work and community service and by the individual's acquired ability to gain from and contribute to that experience. B&B:93 examines the rates of return from postsecondary education from the perspectives of both the individual and society. Specific questions include the following:

- What proportion of bachelor's degree recipients enter jobs related to their fields of study immediately after receiving the bachelor's degree? Are these persons able to work effectively and advance in their work without additional schooling or do they encounter obstacles which can only be overcome by seeking additional education?

- Do persons who complete graduate school have a better chance to obtain positions in their field than persons who do not complete graduate school? Is there a difference in starting salaries between those who have completed graduate school and those who have not? Is there a long term difference in salary?

- How many bachelor's degree recipients are eligible or qualified to enter public service professions such as teaching? How many enter full-time positions in public service fields for which they are qualified?

- Is the proportion of persons who enter public service fields higher or lower among persons seeking jobs immediately after completing the B.A. than among those who first attend graduate school?

- Do bachelor's degree recipients who enter public service positions advance in their jobs at the same rate as bachelor's degree recipients who enter non-public service jobs?

**Patterns of teaching.** Another important feature of the B&B:93 program is that the sample has been designed to facilitate the study of elementary and secondary school teaching careers. Data from B&B:93 will be used in the monitoring of supply and demand characteristics of the labor market, and career patterns of teachers, including movements into and away from this profession over time. Many of the same issues discussed earlier, concerning initial aspirations and expectations versus ultimate decisions, will be examined. Additional considerations include measuring quality, noting comparative values, and measuring monetary returns to teaching. Specific questions that the B&B:93 program will help address include:

- What is the proportion of new college graduates who enter the teaching profession as their first career versus those who are attracted to it later in life? What are the defining characteristics of these groups?

- What is the rate at which teachers change careers, and how does it compare to career-changing patterns of other professionals? How satisfied are teachers in their careers versus those who are employed in other occupations?

- What are the potential sources for new teachers, that is, where do those who enter teaching come from (and, of those who left it, where did they go)?

- How do teachers compare with non-teachers along the lines of gender, race-ethnicity, and socioeconomic backgrounds?
In summary, B&B:93 will contribute to a comprehensive statistical investigation of educational policy issues and help to fulfill NCES's mission, to report on the condition and progress of American education in all its aspects. In recognition of its broad mandate, NCES has expanded its data collection program to investigate educational experiences beyond the traditional span of postsecondary education. Baccalaureate and Beyond, with its wealth of data on the consequences of postsecondary education, will contribute to the study of education as a lifelong process.

1.3 Study Design

The B&B:93/94 study is the first in a series of five follow-up interviews of persons who received a bachelor's degree in the 1992-1993 academic year. Baseline data for the B&B:93 cohort were collected as part of the National Postsecondary Student Aid Study (NPSAS:93). The first follow-up interview (B&B:93/94) collected information from respondents one year after they received their bachelor's degree. Subsequent interviews will take place at three year intervals. By the end of the 12-year period, most students who attend graduate or professional schools should have completed, or nearly completed, their education and be established in their careers.

Data collection for the first follow-up of Baccalaureate and Beyond took place in the summer and fall of 1994. The B&B:93 cohort comprised approximately 12,500 individuals who were determined, in NPSAS, to be potentially eligible for follow-up in 1994. Respondents were interviewed using Computer-Assisted-Telephone-Interviewing (CATI), as well as field interviewing when necessary. In addition, undergraduate transcripts from the respondents’ degree-granting institutions were collected as part of the first follow-up study. Data collection activities took place as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>B&amp;B:93/94 CATI data collection</td>
<td>June 15, 1994 - October 8, 1994</td>
</tr>
<tr>
<td>B&amp;B:93/94 Field data collection</td>
<td>August 20, 1994 - December 31, 1994</td>
</tr>
<tr>
<td>B&amp;B:93/94 Transcript data collection</td>
<td>August 15, 1994 - December 31, 1994</td>
</tr>
</tbody>
</table>
2. **B&B:93 Sample Design**

The B&B:93 sample design represents all postsecondary students in the United States who completed a bachelor's degree in the academic year 1992-93 (AY 93). The B&B:93/94 sample was a subsample of the students selected for the 1993 National Postsecondary Student Aid Study sample, a nationally representative sample of all postsecondary students. The B&B:93/94 sample of baccalaureate degree graduates includes those students in the NPSAS:93 sample who were identified by the institution or during the student interview as potentially eligible for B&B:93/94. Cases were identified as potentially eligible for B&B:93/94 if there was information indicating that the respondent had received, or expected to receive a baccalaureate degree between July 1, 1992 and June 30, 1993. All NPSAS:93 sample persons who satisfied the subsample requirements were designated as potential eligibles for B&B:93/94 irrespective of whether these persons were respondents or nonrespondents in NPSAS:93.

2.1 **Original NPSAS:93 Sample Design**

The NPSAS:93 survey employed a stratified multi-stage sample design with postsecondary institutions as the first-stage unit and students within schools as the second-stage unit. The institution sample was stratified by type of control (private vs. public), highest degree offered, size of enrollment in professional programs, graduate student enrollment, and the number of bachelor's degrees awarded in education. The target population for NPSAS:93 contained nearly all postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. To be eligible for inclusion in the sample, an institution was required to satisfy all of the following conditions:

- Offer an education program designed for persons who have completed secondary education;
- Offer an academic, occupational, or vocational program of study;
- Offer access to persons other than those employed by the institution;
- Offer more than just correspondence courses;
- Offer at least one program requiring at least three months or 300 clock hours of instruction; and
- Be located in the 50 States, the District of Columbia, or Puerto Rico.

An institution was not eligible for inclusion in NPSAS if it served only secondary students, if it provided only avocational, recreational, or remedial courses, if it offered only in-house business courses, if it offered only seminars of less than three months duration (such as driver training schools, real estate courses, and tax preparation classes), or if it offered only correspondence courses. United States Service Academies were not eligible for NPSAS because of their unique funding base, and hence were not part of the B&B:93/94 sample.

A total of 1,386 postsecondary institutions were sampled for NPSAS:93; 143 were deemed ineligible based on the criteria outlined above. Of the 1,243 eligible institutions, 88 percent participated by submitting lists of students for selection into the NPSAS:93 sample.

Within participating institutions, students eligible for selection into the sample were those who were enrolled, or were receiving a baccalaureate degree during the 1992-93 academic year. To be eligible for NPSAS:93 students were required to meet the following conditions:
(1) Attend a sampled institution between July 1, 1992 and June 30, 1993; and
(2) Be enrolled in one or more of the following:
   • Course(s) for credit toward a degree or formal award; or
   • Degree or formal award program of at least three months duration; or
   • Occupational or vocational program of at least three months duration.

Students who took courses only for remedial or avocational purposes and did not receive credit, who only audited courses, or who took courses strictly for pleasure rather than as a part of an academic, occupational, or vocational program or course of study were not eligible for NPSAS. Furthermore, students enrolled in high school or solely in a GED program were ineligible for NPSAS:93, even if they satisfied the above conditions. A total of 82,016 students were selected for the NPSAS:93 sample, with a final eligible sample size of 79,269.

In addition, NPSAS:93 included all students who received a baccalaureate degree between July 1, 1992 and June 30, 1993. (Students who had completed degree requirements prior to July 1, 1992 but were awarded a degree after that date were also eligible.) Table 2.1 provides the NPSAS:93 student sample sizes by type and institutional sampling stratum. The baseline cohort for the B&B study is represented by the “Baccalaureate” column of the table.

2.2 B&B Student Sample

In order to provide a base year sample for B&B:93/94, NCES introduced several design modifications in NPSAS:93. First, the number of sample institutions offering only four-year undergraduate programs or programs of less than four years was reduced relative to the number of sample institutions offering post-graduate programs. Second, the number of sample students in four-year institutions was increased by 20 percent. Finally, the sample sizes of graduate students and professional students were slightly reduced. These three changes in the NPSAS sample design reflect the goal of following a large sample of bachelor's degree recipients through post-bachelor's degree experiences.

Based on these changes in the NPSAS:93 sample design, approximately 16,300 potential baccalaureate degree recipients were identified. These students were identified using institutionally provided lists of students who filed for graduation in the 1992-93 academic year. Table 2.2 shows the NPSAS response rates for the B&B cohort.
Table 2.1.--NPSAS:93 student sample sizes\textsuperscript{a}

<table>
<thead>
<tr>
<th>Institutional Stratum</th>
<th>Baccalaureate</th>
<th>Other</th>
<th>Grad. students</th>
<th>First prof. students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business</td>
<td>Other</td>
<td>Under-graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,419</td>
<td>15,566</td>
<td>50,501</td>
<td>9,084</td>
<td>5,446</td>
</tr>
<tr>
<td>1. Public, 4-yr, first-prof, high ed\textsuperscript{1}</td>
<td>53</td>
<td>647</td>
<td>1,130</td>
<td>338</td>
<td>133</td>
</tr>
<tr>
<td>2. Public, 4-yr, first-prof, low ed</td>
<td>251</td>
<td>3,741</td>
<td>5,852</td>
<td>2,341</td>
<td>2,191</td>
</tr>
<tr>
<td>3. Private, 4-yr, first-prof, high ed\textsuperscript{2}</td>
<td>115</td>
<td>1,186</td>
<td>1,765</td>
<td>920</td>
<td>1,170</td>
</tr>
<tr>
<td>4. Private, 4-yr, first-prof, low ed</td>
<td>28</td>
<td>558</td>
<td>481</td>
<td>446</td>
<td>1,879</td>
</tr>
<tr>
<td>5. Public, 4-yr, doctoral, high ed\textsuperscript{4}</td>
<td>56</td>
<td>557</td>
<td>947</td>
<td>328</td>
<td>2</td>
</tr>
<tr>
<td>6. Public, 4-yr, doctoral, low ed</td>
<td>106</td>
<td>1,435</td>
<td>2,556</td>
<td>978</td>
<td>0</td>
</tr>
<tr>
<td>7. Private, 4-yr, doctoral, high ed\textsuperscript{5}</td>
<td>33</td>
<td>240</td>
<td>331</td>
<td>411</td>
<td>1</td>
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<tr>
<td>8. Private, 4-yr, doctoral, low ed</td>
<td>5</td>
<td>234</td>
<td>217</td>
<td>243</td>
<td>0</td>
</tr>
<tr>
<td>9. Public, 4-yr, masters, high ed\textsuperscript{3}</td>
<td>35</td>
<td>476</td>
<td>1,221</td>
<td>298</td>
<td>4</td>
</tr>
<tr>
<td>10. Public, 4-yr, masters, low ed</td>
<td>289</td>
<td>2,755</td>
<td>6,296</td>
<td>1,724</td>
<td>0</td>
</tr>
<tr>
<td>11. Private, 4-yr, masters, high ed\textsuperscript{3}</td>
<td>23</td>
<td>208</td>
<td>343</td>
<td>137</td>
<td>0</td>
</tr>
<tr>
<td>12. Private, 4-yr, masters, low ed</td>
<td>201</td>
<td>1,683</td>
<td>2,906</td>
<td>903</td>
<td>66</td>
</tr>
<tr>
<td>13. Public, 4-yr, bachelors, high ed\textsuperscript{3}</td>
<td>21</td>
<td>151</td>
<td>461</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>14. Public, 4-yr, bachelors, low ed</td>
<td>28</td>
<td>160</td>
<td>943</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>15. Private, 4-yr, bachelors, high ed\textsuperscript{3}</td>
<td>16</td>
<td>176</td>
<td>388</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16. Private, 4-yr, bachelors, low ed</td>
<td>159</td>
<td>1,346</td>
<td>2,124</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>17. Public, 2-yr</td>
<td>0</td>
<td>1\textsuperscript{4}</td>
<td>9,542</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. Private, not-for-profit, 2-yr</td>
<td>0</td>
<td>0</td>
<td>838</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19. Private, for-profit, 2-yr</td>
<td>0</td>
<td>0</td>
<td>1,481</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20. Public, less-than-2-yr</td>
<td>0</td>
<td>0</td>
<td>2,055</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21. Private, not-for-profit, less-than-2-yr</td>
<td>0</td>
<td>0</td>
<td>1,351</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22. Private, for-profit, less-than-2-yr</td>
<td>0</td>
<td>12\textsuperscript{5}</td>
<td>7,273</td>
<td>1\textsuperscript{5}</td>
<td>0</td>
</tr>
</tbody>
</table>

\textsuperscript{1} More than 15 percent of baccalaureate degrees awarded in education.
\textsuperscript{2} Any baccalaureate degrees awarded in education.
\textsuperscript{3} More than 25 percent of baccalaureate degrees awarded in education.
\textsuperscript{4} One institution sampled as a 2-year institution (based on the IPEDS IC file) was determined to be a 4-year institution. It is classified as such in all NPSAS:93 analysis tables.
\textsuperscript{5} One institution sampled as a less-than-2-year institution (based on the IPEDS IC file) was determined to be a 4-year institution. It is classified as such in all NPSAS:93 analysis tables.

SOURCE: NCES, Baccalaureate and Beyond:93/94
Table 2.2--B&B cohort NPSAS:93 response rates by institution type

<table>
<thead>
<tr>
<th>Type of student</th>
<th>Eligible sample students</th>
<th>Participating students</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>16,316</td>
<td>11,810</td>
<td>72.4</td>
</tr>
<tr>
<td>Institutional level:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors or less</td>
<td>1,967</td>
<td>1,372</td>
<td>69.8</td>
</tr>
<tr>
<td>Masters</td>
<td>5,433</td>
<td>4,055</td>
<td>74.6</td>
</tr>
<tr>
<td>Doctors</td>
<td>2,539</td>
<td>1,762</td>
<td>69.4</td>
</tr>
<tr>
<td>First-professional</td>
<td>6,377</td>
<td>4,621</td>
<td>72.5</td>
</tr>
<tr>
<td>Institutional control:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>10,410</td>
<td>7,714</td>
<td>74.1</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>5,723</td>
<td>3,968</td>
<td>69.3</td>
</tr>
<tr>
<td>Private, for-profit</td>
<td>183</td>
<td>128</td>
<td>69.9</td>
</tr>
<tr>
<td>Institutional sector:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public, bachelors or less</td>
<td>408</td>
<td>326</td>
<td>79.9</td>
</tr>
<tr>
<td>Public, masters</td>
<td>3,380</td>
<td>2,568</td>
<td>76.0</td>
</tr>
<tr>
<td>Public, doctors</td>
<td>2,029</td>
<td>1,454</td>
<td>71.7</td>
</tr>
<tr>
<td>Public, first-professional</td>
<td>4,593</td>
<td>3,366</td>
<td>73.3</td>
</tr>
<tr>
<td>Private, not-for-profit, bachelors or less</td>
<td>1,447</td>
<td>967</td>
<td>66.8</td>
</tr>
<tr>
<td>Private, not-for-profit, masters</td>
<td>1,983</td>
<td>1,439</td>
<td>72.6</td>
</tr>
<tr>
<td>Private, not-for-profit, doctors or first-professional</td>
<td>2,293</td>
<td>1,562</td>
<td>68.1</td>
</tr>
<tr>
<td>Private, for-profit</td>
<td>183</td>
<td>128</td>
<td>69.9</td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond:93/94

All B&B eligible sample members who completed the NPSAS interview were retained for future follow-up. Of the 11,810 cases which were considered NPSAS completes, 11,254 were delivered with the first wave of data (designated as sample type 1 in table 2.3). The remaining 556 were identified later and were delivered as part of sample type 4. A subsample of approximately ten percent of the remaining eligible cases with at least some data (either partial CATI, Computer Assisted Data Entry (CADE) data from the institution, or parent data) were also identified and delivered as sample types 2 and 3. Additional sample members (who were not part of the NPSAS B&B cohort) were identified as AY92-93 bachelor’s degree recipients upon review of the completed NPSAS interview. Altogether, four different types of sample members constituted the B&B:93 cohort, as shown in table 2.3.
Table 2.3.—B&B sample composition

<table>
<thead>
<tr>
<th>Original NPSAS B&amp;B cases:</th>
<th>Initial sample</th>
<th>Final sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student respondents</td>
<td>11,254</td>
<td>11,254</td>
</tr>
<tr>
<td>2. Student nonrespondents with parent data</td>
<td>372</td>
<td>300</td>
</tr>
<tr>
<td>3. Subsample of other student nonrespondents</td>
<td>230</td>
<td>164</td>
</tr>
<tr>
<td>Additional B&amp;B cases identified during data processing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. NPSAS student respondents identified as</td>
<td>875</td>
<td>760</td>
</tr>
<tr>
<td>potentially eligible for B&amp;B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12,731</td>
<td>12,478</td>
</tr>
</tbody>
</table>


During the data collection period it became clear that many of the NPSAS nonrespondents and the cases identified late as potential B&B respondents (sample types 2, 3, and 4 in Table 2.3) were not, in fact, eligible for B&B. Because of the costs involved in contacting ineligible respondents, it was desirable to select only a subsample of these cases to be included in the final B&B sample. The subsample was selected from the group of nonrespondents in the sample who did not complete a full B&B interview in NPSAS:93 (sample types 2, 3, and 4 in Table 2.3). All students who were respondents in NPSAS (sample type 1) were included in the final B&B sample.

The subsample selection was carried out by constructing a file of all B&B eligible nonrespondents in sample types 2, 3, and 4 as of November 1, 1994. Complete cases, cases with pending interviewer appointments, sample members determined ineligible, and cases finalized as non-interviews (primarily hostile refusal cases) were excluded from the subsampling file. This file was then sorted by institution stratum, student stratum, and student sample type in order to affect stratification in the selection process. A systematic sample of 200 persons, from approximately 450 in the file, were selected. The subsampling process decreased the B&B sample size to 12,478, as shown in Table 2.3 above.

2.3 B&B:93 Sample Eligibility

During data collection, for both the interview and transcript components, it was discovered that many of the respondents who had been designated by NPSAS as B&B sample members were not eligible to be included in the sample. Sample eligibility was determined in two ways: first, by confirming with respondents the date they received their baccalaureate degrees, and second, by examining the transcripts received from baccalaureate institutions. The final B&B:93 sample includes respondents identified as eligible in either portion of the study, as described in subsequent sections of this report. The sample which will be followed for future rounds and cross-component eligibility is discussed in the chapter describing the transcript component (see Table 6.3).
3. Data Collection: Telephone and Field Procedures

Overview. An initial mailing containing a letter and informational leaflet was sent to all 12,731 B&B:93/94 sample members in the summer of 1994 -- Wave 1 cases in June, and Wave 2 cases in July -- inviting them to participate in the study. The letter, included in Appendix A, provided a summary of the survey objectives, an introduction to NCES and NORC, and a promise of strict adherence to the privacy protection laws. The letter also provided a toll-free 800 number for sample members to obtain further information or to schedule an interview.

Telephone interviewing began approximately one week after the advance letter mailing. Interviewing commenced on June 15, 1994 for Wave 1, and August 5, 1994 for Wave 2. Telephone interviewing continued until October 8, 1994, a period of 16 weeks. Cases that were pending at the end of this time were sent to field interviewers and worked from October 8 through December 31, 1994, a field period of 12 weeks.

Figure 3.1 summarizes the flow of cases through the major activities in the B&B:93/94 survey. As shown, case records for the sample were loaded into the CATI Telephone Number Management System (TNMS) and delivered to interviewers. Cases were delivered primarily during peak contacting periods which included Monday through Thursday evenings, Saturday morning and afternoon, and afternoon and evening hours on Sunday. A total of 7,456 cases (68 percent of 10,958 eligible cases) were completed in-house. An analysis of the case delivery management is presented in section 3.1; CATI production is described in section 3.2.

Respondents refusing to participate in the B&B:93/94 study presented a significant problem during data collection. A full 20 percent of the eligible sample refused to participate at some time during the interviewing effort. CATI refusal conversion specialists contacted these respondents in an effort to persuade them to participate. Respondents who continued to refuse participation were contacted by field interviewers for in-person follow-up. Section 3.3 presents an analysis of the problem and describes the refusal conversion process.

---

1. Due to the different types of sample members in the B&B:93 student sample (see section 2.3), treatment of these cases occurred in two waves. Wave 1 cases, corresponding to student sample types 1 and 2, totaled 11,626 sample members; sample types 3 and 4 constituted the 1,105 sample members in Wave 2.

2. In actuality, field work began on a small number of cases in August, when telephone center supervisors began transferring hard refusal and unlocatable cases to the field, once all telephone efforts had been exhausted. The total number of cases completed from August 20 to October 8, when telephone activities were halted, accounts for about five percent of all 10,080 cases completed.
Cases could be designated as locating or refusal problems, or both.
Cases were identified as locating problems during the first few weeks of production and set aside for specialist locators. Although approximately 34 percent of eligible cases were at some time unlocatable, the completion rate for this group was quite high -- 88 percent vs. 74 percent for the refusal group. More information about the locating effort is presented in Section 3.4.

After telephone interviewing was halted in early October, field interviewers were sent all remaining pending cases: 3,698 cases or about 30 percent of the net sample. Overall, the field staff completed 2,624 cases increasing the final response rate for B&B:93/94 to 92 percent. Field activities are described in Section 3.6.

3.1 Telephone Interviewing Case Management

The CATI Telephone Number Management System (TNMS) is NORC's standard call scheduling and telephone number delivery system. The system is responsible for routing cases to interviewers at the most opportune times for telephone contact. Interviewers record call-outcomes for each case in the TNMS and the system chooses the next appropriate action depending on the last outcome, and history of outcomes, for the case.

The TNMS tracked the status of cases in B&B:93/94 using a location flag attached to each case. The case delivery module of the system delivered cases which were in the general interviewing location. Cases in all other locations (such as refusals or locating problems) were accessed directly and managed by the appropriate staff group. The location flag was automatically updated by the system depending on the outcome code provided by the interviewer. The TNMS used in B&B:93/94 contained six different locations:

1. General interviewing
2. Initial refusal
3. Locating problem
4. In the locating module
5. In the field
6. Refusal conversion active

Respondents who refused to complete the interview were coded as refusals by the interviewer and automatically routed to location two. A letter was sent to each respondent which attempted to address their specific concerns and, after a short cooling-down period, the case was routed to location six to be accessed and worked by a refusal converter. (See Appendix B for a copy of the refusal conversion letters.) If the respondent could not be converted, the case was filed to location five and sent to the field. When a case was identified as a locating problem, it was filed to location three. Each night the system automatically scanned new cases put into location three and loaded them into the Case Management System (CMS) locating database. The cases moved to the CMS were then moved to location four in the TNMS and remained there until the locating information had been updated and the case could be activated for interviewing in the TNMS.

Calling algorithms. The calling times and case routing schedule set up for the B&B:93/94 sample assumed that the best times to reach B&B:93/94 sample members were Monday through Thursday evening and on Saturday and Sunday. The telephone center was in operation from 8:00 a.m. - 11:00 p.m.
on Monday through Friday, 8:00 a.m. - 6:00 p.m. on Saturday, and 11:00 a.m. - 11:00 p.m. on Sunday.

Cases were delivered to interviewers by the TNMS eight times over a two-week period, or four times each week, before being filed to a queue for supervisor review. The calling algorithm for the week had a built-in preference for Saturday and Sunday; cases were delivered twice during the weekday evenings, once on Saturday, and once on Sunday. This pattern was repeated the second week and, if no contact had been made with the respondent, the case was reviewed by a supervisor and either sent to locating or sent back to the floor to be called during an off-cycle period.

The calling delivery cycle was stopped as soon as an appointment was set to call the respondent. From that point forward, appointments were determined when the respondent was called.

Figure 3.2 presents data on case completion by day of the week. Although the number of completed cases does not vary significantly in the remainder of the week, the graph does show that Sundays were not particularly effective days to call respondents. In fact, during the summer months, respondents were more likely to complete an interview on weekday evenings than on a weekend day.

Figure 3.2.--Daily CATI production
Completes per interviewer by day of week

![Graph showing daily CATI production](image)

SOURCE: NCES, Baccalaureate and Beyond:93/94

Project staff expected that many respondents would try to delay the interview because of their busy lifestyle. B&B:93/94 interviewers attempted to complete the interview when the respondent was contacted and attempted not to let the respondent delay the interview. However, appointments were very common and B&B interviewers tried to accommodate all requests for appointments made by respondents. To ensure that interviewers were available to keep scheduled appointments and not involved in other calls, cases that had requested appointments were delivered to telephone interviewers 20 minutes early.
3.2 CATI Production

Data collection began on June 15, 1994. Week-by-week production and cumulative completes are diagrammed in figure 3.3. The graph shows that the first two weeks of data collection were the most successful, with the first week (actually, ten days) of production being the highest. Production for the majority of the following weeks averaged about 600 cases per week. Finally, in the last third of the data collection period, production decreased to about 200 cases per week, as the last and hardest cases were handled and more cases were sent to the field.

Figure 3.3.—CATI production rates

![Graph showing CATI production rates](image)

NOTE: Figures include out-of-scope and ineligible cases.
SOURCE: NCES, Baccalaureate and Beyond:93/94

The number of calls per completed case is the best estimate of the level of effort required in the interviewing task. The TNMS tracks every call, writing to a log file the outcome of the call and the date and time of the attempt. Estimates of the level of effort necessary to complete a telephone interview can be estimated from the data in the log file. The number of calls required to complete cases for the B&B:93/94 sample is presented in Table 3.1. These data are consistent with level of effort estimates for the B&B:93/94 sample and actual experience with similar samples.

---

3 Out-of-scope and ineligible cases were also counted as completes during data collection. The telephone shop completed interviews with 7456 cases and determined 1094 cases to be ineligible/out-of-scope.
Table 3.1.--Average number of calls made in the TNMS to complete a case

<table>
<thead>
<tr>
<th>Sample:</th>
<th>Number of cases</th>
<th>Average number of calls in the TNMS</th>
<th>Standard deviation around the mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed cases *</td>
<td>8,563</td>
<td>13.4</td>
<td>2.5</td>
</tr>
<tr>
<td>All eligible cases</td>
<td>10,958</td>
<td>10.5</td>
<td></td>
</tr>
</tbody>
</table>

* Completed by phone shop, including identification of ineligibles.

SOURCE: NCES, Baccalaureate and Beyond:93/94

### 3.3 Refusal Conversion

A total of 2,175 respondents (19.8 percent of the total eligible sample) refused to complete the interview at some point in the interviewing process, a refusal rate about twice as high as originally expected. Early in the data collection period, a supervisor reviewed the call notes for each refusal in order to better understand the reasons respondents chose not to participate, and to tailor the approach to converting refusals. The supervisor found that the cases fell into several major categories, and generally followed the same distribution as for the field test. The review showed that previous experience with the NPSAS:93 survey was still a significant factor in whether or not a sample member chose to participate. Indeed, many sample members who refused either confused the B&B:93/94 study with NPSAS:93, or refused to participate based on their prior experience. Other major refusal reasons were typical of most surveys: no time or too busy; not interested in participating, interview length too long; or confidentiality issues.

A three-stage process to convert sample members who refused to participate was planned and executed. All cases were sent a letter addressing the specific reason the respondent refused. Samples of these letters are included in Appendix B. The letters were followed up by a phone call from a refusal converter at the central CATI site. Only one attempt was made by the phone center to convert refusals; continuing refusals were forwarded to the field to be contacted in person by a field interviewer.

Refusal conversion calls began about four weeks after the start of data collection. Several B&B:93/94 trained interviewers were selected to convert refusal cases. The interviewers were chosen for their calm and assertive style of interacting with respondents. The interviewers attended a briefing that included a review of the types of refusals and a general practice of gaining cooperation. The CATI refusal converters were able to convert and complete 25 percent of the refusal cases; another 49 percent were converted by field interviewers. In all, NORC interviewers were able to successfully complete interviews with 1,611 (74.1 percent) of the 2,175 initial refusals. Table 3.2 demonstrates the refusal problem and the overall conversion success rate.
### Table 3.2.--Final completion status by initial refusal status

<table>
<thead>
<tr>
<th></th>
<th>Complete</th>
<th>Final</th>
<th>Unlocated</th>
<th>Other Non-response</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ever refused</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>25.0%</td>
<td>7.5%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>32.7%</td>
</tr>
<tr>
<td></td>
<td>543</td>
<td>164</td>
<td>0</td>
<td>4</td>
<td>711</td>
</tr>
<tr>
<td>Field</td>
<td>49.1%</td>
<td>15.0%</td>
<td>1.5%</td>
<td>1.7%</td>
<td>67.3%</td>
</tr>
<tr>
<td></td>
<td>1068</td>
<td>327</td>
<td>33</td>
<td>36</td>
<td>1464</td>
</tr>
<tr>
<td>Subtotal</td>
<td>74.1%</td>
<td>22.6%</td>
<td>1.5%</td>
<td>1.8</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>1611</td>
<td>491</td>
<td>33</td>
<td>40</td>
<td>2175</td>
</tr>
<tr>
<td><strong>Never refused:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>78.7%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>0.4%</td>
<td>79.4%</td>
</tr>
<tr>
<td></td>
<td>6913</td>
<td>27</td>
<td>0</td>
<td>35</td>
<td>6975</td>
</tr>
<tr>
<td>Field</td>
<td>17.7%</td>
<td>1.4%</td>
<td>0.7%</td>
<td>0.8%</td>
<td>20.6%</td>
</tr>
<tr>
<td></td>
<td>1556</td>
<td>121</td>
<td>62</td>
<td>69</td>
<td>1808</td>
</tr>
<tr>
<td>Subtotal</td>
<td>96.4%</td>
<td>1.7%</td>
<td>0.7%</td>
<td>0.8%</td>
<td>20.6%</td>
</tr>
<tr>
<td></td>
<td>8469</td>
<td>148</td>
<td>62</td>
<td>69</td>
<td>1808</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10080</td>
<td>639</td>
<td>95</td>
<td>144</td>
<td>10958</td>
</tr>
</tbody>
</table>

**SOURCE:** NCES, Baccalaureate and Beyond:93/94
3.4 Respondent Locating

Cases were loaded into the TNMS with the "best" telephone number for reaching the respondent based on the prefield locating information. Interviewers were trained to follow all leads provided by this telephone number and to update the number when new information was discovered. However, if the interviewers were unable to locate a respondent, the case was moved to the Case Management System (CMS) for further locating attempts.

Prior to the start of data collection, B&B:93/94 staff identified the most effective locating resources for finding B&B:93/94 respondents. Those resources are listed below in the order in which they were used:

- Last known telephone number of the parent(s)
- Last known telephone number of a contact person
- Other NPSAS obtained locating leads (when available)
- Credit database (TRW and Equifax)
- Bachelor degree school alumni office

The B&B:93/94 main study employed a locating strategy which was used successfully in the field test. Central office telephone locators were teamed with locators in the field to expeditiously work cases which were not previously located. Matching the expertise of the central office locators with the regional knowledge of the field locators was expected to result in a more thoughtful, thorough, and cost efficient way to find respondents.

A locating supervisor coordinated the locating effort between the telephone and field locators for each team. Each week the supervisor reviewed the cases assigned to each of the teams, making suggestions for additional work or concurring with the nomination of the case for field work. Some cases remained unlocatable at the close of telephone operations; these were turned over to and worked by the field interviewers.

Using this strategy, central office locators were able to find and complete 47 percent of the 3717 locating problem cases. The field locators were slightly less successful, completing 41 percent of the unlocatable cases. (The bulk of locating problem cases were the more difficult to work and probably held hidden refusals, as evidenced by the higher final refusal status in the field.) Table 3.3 shows a breakdown of the locating problem cases and the level of effort expended in the CMS. Of the 3,717 cases with locating problems, 3,264 (87.8%) were successfully traced and interviewed.
Table 3.3.--Final completion status by locating problem cases

<table>
<thead>
<tr>
<th>Locating needed:</th>
<th>Complete</th>
<th>Final refusal</th>
<th>Unlocated</th>
<th>Other Non-response</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>46.9%</td>
<td>1.3%</td>
<td>0.0%</td>
<td>0.6%</td>
<td>48.8%</td>
</tr>
<tr>
<td></td>
<td>1744</td>
<td>49</td>
<td>0</td>
<td>22</td>
<td>1815</td>
</tr>
<tr>
<td>Field</td>
<td>40.9%</td>
<td>6.5%</td>
<td>1.9%</td>
<td>1.9%</td>
<td>51.2%</td>
</tr>
<tr>
<td></td>
<td>1520</td>
<td>242</td>
<td>69</td>
<td>69</td>
<td>1902</td>
</tr>
<tr>
<td>Subtotal</td>
<td>87.8%</td>
<td>7.8%</td>
<td>1.9%</td>
<td>1.8</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>3264</td>
<td>291</td>
<td>69</td>
<td>40</td>
<td>3717</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Locating unnecessary:</th>
<th>Complete</th>
<th>Final refusal</th>
<th>Unlocated</th>
<th>Other Non-response</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>78.9%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>81.1%</td>
</tr>
<tr>
<td></td>
<td>5712</td>
<td>142</td>
<td>0</td>
<td>17</td>
<td>5871</td>
</tr>
<tr>
<td>Field</td>
<td>15.2%</td>
<td>2.8%</td>
<td>0.4%</td>
<td>0.5%</td>
<td>18.9%</td>
</tr>
<tr>
<td></td>
<td>1104</td>
<td>206</td>
<td>26</td>
<td>34</td>
<td>1370</td>
</tr>
<tr>
<td>Subtotal</td>
<td>94.1%</td>
<td>4.8%</td>
<td>0.4%</td>
<td>0.7%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>6816</td>
<td>348</td>
<td>26</td>
<td>51</td>
<td>7241</td>
</tr>
<tr>
<td>Total</td>
<td>10080</td>
<td>639</td>
<td>95</td>
<td>144</td>
<td>10958</td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond:93/94

3.5 Maximum Calls

Another problem identified and tracked during data collection was the number of times a sample member was contacted by the telephone center. The limit of “maximum calls” was set at 14 contact attempts. A “call” was counted each time there was some contact with the respondent’s household; this could be a contact with the respondent, a contact with someone else in the house, or an answering machine. Using these parameters, a total of 2,687 cases fell into the maximum calls problem category.

It was initially thought that these cases were actually hidden refusals and that the sample members were implicitly refusing to participate by avoiding any contact attempts. However, as table 3.4 shows, the completion rate for this group was almost as high as that for the entire sample. It is apparent that this type of problem case was better handled by the field interviewers; 57 percent of the maximum call cases
were interviewed by the field staff versus 33 percent completed by the telephone center. It would seem that a personal contact may have been necessary to gain cooperation from reluctant sample members.

Table 3.4.--Final completion status by “maximum call” status

<table>
<thead>
<tr>
<th></th>
<th>Complete</th>
<th>Final refusal</th>
<th>Unlocated</th>
<th>Other Non-response</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14 or more calls made:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>32.8%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>0.1%</td>
<td>33.8%</td>
</tr>
<tr>
<td>880</td>
<td>25</td>
<td>0</td>
<td>3</td>
<td></td>
<td>908</td>
</tr>
<tr>
<td>Field</td>
<td>57.3%</td>
<td>6.7%</td>
<td>0.8%</td>
<td>1.5%</td>
<td>66.2%</td>
</tr>
<tr>
<td>1540</td>
<td>179</td>
<td>21</td>
<td>39</td>
<td></td>
<td>1779</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>90.1%</td>
<td>22.6%</td>
<td>1.5%</td>
<td>1.6%</td>
<td>100%</td>
</tr>
<tr>
<td>2420</td>
<td>491</td>
<td>33</td>
<td>42</td>
<td></td>
<td>2687</td>
</tr>
<tr>
<td><strong>Fewer than 14 calls made:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>79.5%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>0.4%</td>
<td>81.9%</td>
</tr>
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SOURCE: NCES, Baccalaureate and Beyond:93/94
3.6 Field Operations

In early October, the telephone center ceased work on B&B:93/94 and all pending cases were transferred to NORC's field staff. All were cases the telephone center had been unable to complete because the respondent refused, was evasive, or had not yet been located. (Field staff actually began working a small number of cases in late August, as the telephone center began filtering hard refusal cases to the field.)

Field manager and interviewer recruiting. Seven field managers (FMs) were hired to supervise field interviewers (FIs). These FMs were the same FMs hired and trained to work on the field test. The field was set-up to use a team management approach. There were three teams each with two FMs; each manager was responsible for a specific geographic region of the United States. Field interviewers were recruited and hired as needed contingent upon the location of cases. A total of 150 FIs were hired for B&B:93/94.

Field manager training. The seven field managers received five hours of self-study and two-hour telephone training calls. The main focus of training for the FMs was how to use the CMS. (FMs used the CMS for reviewing cases nominated for field work as well as for entry of cost and production information). A Field Manager's manual was developed which described the role and expectations of the FMs as well as administrative specifications. The self-study time was largely devoted to review of all field interviewer materials, the FM manual and hands-on practice with the CMS. The telephone training calls were geared towards teaching the FMs the skills needed to adequately use the CMS, reviewing administrative procedures and answering questions.

Field interviewer training. The training program for field interviewers included three hours of self-study and a brief telephone review with their field manager. A self-study manual was developed which described the study, task-specific procedures, and the role and expectations of the field staff. A self-study exercise, designed for interviewers to assess their own knowledge of the information, was also enclosed with their manual. Once interviewers had carefully read through their manual and completed the self-study exercise, a telephone review was scheduled with their FM. The field managers reviewed procedures, answered questions, and assessed the interviewer's understanding of the procedures.

Field production. A total of 3,698 cases (29.6 percent of the total sample) were sent to the field. The cases sent to the field were the most difficult: 40 percent were refusals, and 60 percent were cases that had been contacted 14 times without completion or were cases that had not been located.

When the telephone center nominated a case for completion by the field, the case was reviewed by a team of telephone and field supervisors who discussed whether further efforts in the telephone center would be fruitful. If the case was sent to the field, a telephone center supervisor assigned the case to one of the three field teams based on the geographic location of the case, or if unknown the original address NORC had for the respondent at the start of data collection. Case materials were sent to the field manager, including a face sheet with locating and demographic information, a call history report with notes made by telephone shop interviewers and locators describing each contact made with the respondent/contact/locating resource, and a resource listing with all of the locating resources used and/or available for the case. The cases were then reviewed by the FMs before being assigned to a field interviewer. Hardcopy materials were used in two ways: by the FM for making case assignment decisions, and as a reference for the field interviewer assigned to work the case.
Figure 3.4 shows the weekly and cumulative production rates for the field data collection. The field staff completed 3,050 (82.4 percent) of the total case workload, bringing the final B&B:93/9-4 response rate to 92 percent. As compared to CATI production rates, the field exhibited a slow initial completion rate (because of the small number of cases being worked), and then a steady weekly production of about 200 cases.

3.7 Quality Assurance

Extensive quality control procedures were instituted for the following data collection activities: interviewing, locating, and refusal conversion. These procedures are detailed below.

3.7.1 Measures of Productivity

Daily automated production reports, which contained statistics on the number of cases completed and/or located and the inputs required to attain completion (e.g., effort, labor, and time) were used to measure and monitor CATI productivity. These data allowed the B&B staff to pinpoint productivity problems with both the interviewing and locating efforts, and to correct for any problems demanding attention.

3.7.2 Interviewer Monitoring

In addition to monitoring system performance, the data collection staff are subject to quality monitoring. This check-and-balance process enables the supervisory staff to evaluate the extent to which data quality remains within statistical control, and to identify potential difficulties arising from interviewer

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4 These numbers include 426 out-of-scope and ineligible cases, in addition to the 2,624 completed interviews.
and locator training and performance, the individual survey questions, or other aspects of the data collection process.

The statistical quality control (SQC) monitoring procedure used in B&B extends traditional monitoring criteria, which focus specifically on interviewer performance, to an evaluation of the data collection process in entirety. The improved SQC monitoring system randomly selects active work stations and segments of time to be monitored, determines what behaviors will be monitored and precisely how they will be coded, and allows for real-time performance audits, thereby improving the timeliness and applicability of corrective feedback and enhancing data quality.

All in-use work stations were randomly selected at 15 minute intervals for monitoring by a supervisor according to pre-scheduled monitoring sessions. Using an on-line data capture program equipped with audio and visual capabilities, supervisors responded directly to ongoing interviews by entering evaluation data directly onto data capture screens. For assessment of locating skills, the monitor assigned performance ratings to various skills on a 0-5 scale where “0” indicates the skill was not observed, and ratings of 1-5 correspond to increasingly higher level of skill mastery and acceptability. The data capture screen also allowed supervisors to log question numbers associated with errors and general comments pertaining to these errors. Another data capture screen collected very general information and commentary on non-interviewing activities such as refusal conversion. Lastly, a summary screen allowed monitors to record observations of skill (or lack of skill) for the entire evaluation session using the 0-5 rating scale.

Consistent with the daily production reports generated for system monitoring, statistics were reported daily for interviewers’ sessions. Daily statistics are presented in table 3.5. Control charts were utilized to track the average number of errors associated with each minute of observed interviewing. Error rates for project staff stayed within the predetermined limits set for the phone center. In addition, Pareto analysis was utilized to identify the most frequently observed errors encountered in a monitoring session. Taken together, these quality control measures ensured the integrity of the data garnered during data collection.

Quality control procedures were also established for field interviewing. The first two interviewer-administered completed questionnaires were directed to a FM for editing. These cases were edited, logged, and appropriate feedback given to the interviewer. Additionally, ten percent of these cases - whether administered over the phone or in person - were validated by FMs. When deemed necessary, the FM continued to edit additional cases to monitor data quality. The need for additional monitoring was based on the FM’s subjective judgement of the FI’s level of skill. As with the edited cases, validated cases were logged and reported weekly.
Table 3.5.--Total number of interviewing minutes monitored and error rates

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<th>Minutes Monitored</th>
<th>Error Rate</th>
<th>Date</th>
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4.0 Response Rates

B&B:93/94 interviewers achieved a 92 percent response rate. Table 4.1 presents information on the final disposition for all cases that were initially included in the sample. In all, 12,478 of the cases that were identified as potential B&B sample cases during the NPSAS data collection were included in the B&B data collection. Of these cases, 1520 were found to be ineligible or out of scope, primarily because their graduation date fell outside the July 1 - June 30 window. A total of 10,958 cases were considered to be eligible during the interviewing period of B&B:93/94, and interviews were completed with 10,080 (92%) of these respondents.

The majority of interviews were conducted by telephone interviewers located at a central facility, using a computer-assisted telephone interviewing system. Approximately 68 percent of eligible cases were completed in the telephone center; another 2 percent were designated as final non-respondents.

The remaining 3698 cases (30 percent) were sent to field interviewers who were geographically dispersed across the country. The majority of these cases had been contacted by telephone interviewers, but had not been completed because the respondent had refused. Others were referred because the telephone center had been unable to locate the respondent, or to speak personally to the respondent to complete the interview. Field interviewers completed an additional 2624 interviews, about 70 percent of those that were sent to the field, bringing the cumulative total of completed cases to 10,080.

An examination of the final dispositions shows that 92 percent of eligible respondents participated in the study, approximately 6 percent refused to take part, and another 1 percent did not participate for other reasons. Just under 1 percent of respondents could not be located.

Table 4.2 presents more detailed information on respondents and non-respondents by age, sex, and ethnic background. Table 4.2 contains information concerning the percentage each subgroup that completed the interview. Response rates were similar across almost all of these demographic subgroups. Ninety-nine percent of young respondents (those 22 and under) participated, while approximately 91 percent of those over 22 participated. Males and females participated at approximately equal rates. Response rates were approximately equal among whites, blacks, and American Indians -- 93 percent of eligible respondents in each group participated. Among Asians and Pacific Islanders, the completion rate was slightly lower, just under 90 percent.

The comparatively high rate of non-response that appears in Table 4.2 for those sample members in which age, sex, or race is missing results from the fact that many of these cases were non-respondents in NPSAS, as well as B&B:93/94.

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5 The 12,478 cases worked during B&B:93/94 represent a 98 percent sample of the total number of cases (12,768) referred as potentially eligible. A random selection procedure was used to exclude 290 cases to ensure that the study could be completed within budget.
Table 4.1.--Response rates by mode of interview

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<td>Complete</td>
<td>68.0%</td>
<td>23.9%</td>
<td>92.0%</td>
</tr>
<tr>
<td>(percent)</td>
<td>7456</td>
<td>2624</td>
<td>10080</td>
</tr>
<tr>
<td>(number)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final refusal</td>
<td>1.7%</td>
<td>4.1%</td>
<td>5.8%</td>
</tr>
<tr>
<td>(percent)</td>
<td>191</td>
<td>448</td>
<td>639</td>
</tr>
<tr>
<td>(number)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Non-response</td>
<td>0.4%</td>
<td>1.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>(percent)</td>
<td>39</td>
<td>105</td>
<td>144</td>
</tr>
<tr>
<td>(number)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unlocated</td>
<td>0.0%</td>
<td>0.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>(percent)</td>
<td>0</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>(number)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>70.1%</td>
<td>29.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>7686</td>
<td>3272</td>
<td>10958</td>
</tr>
<tr>
<td><strong>Total ineligible</strong></td>
<td>1094</td>
<td>426</td>
<td>1520</td>
</tr>
<tr>
<td><strong>Total cases worked</strong></td>
<td>8780</td>
<td>3698</td>
<td>12478</td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond: 93/94
Table 4.2.--Case disposition by demographic characteristics of sample

<table>
<thead>
<tr>
<th></th>
<th>Complete</th>
<th>Refused</th>
<th>Unlocatable</th>
<th>Other Non-response</th>
<th>Total eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 22</td>
<td>99.3%</td>
<td>0.4%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>2689</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>2708</td>
</tr>
<tr>
<td>23 - 29</td>
<td>90.1%</td>
<td>7.2%</td>
<td>1.7%</td>
<td>1.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>5764</td>
<td>458</td>
<td>111</td>
<td>111</td>
<td>6397</td>
</tr>
<tr>
<td>30 or over</td>
<td>91.3%</td>
<td>6.5%</td>
<td>1.1%</td>
<td>1.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>1596</td>
<td>114</td>
<td>20</td>
<td>20</td>
<td>1748</td>
</tr>
<tr>
<td>Missing</td>
<td>29.5%</td>
<td>53.3%</td>
<td>8.6%</td>
<td>8.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>56</td>
<td>9</td>
<td>9</td>
<td>105</td>
</tr>
<tr>
<td>Subtotal</td>
<td>92.0%</td>
<td>5.8%</td>
<td>0.9%</td>
<td>1.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>10080</td>
<td>639</td>
<td>95</td>
<td>144</td>
<td>10958</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>92.7%</td>
<td>4.9%</td>
<td>1.1%</td>
<td>1.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>4377</td>
<td>233</td>
<td>50</td>
<td>64</td>
<td>4724</td>
</tr>
<tr>
<td>Female</td>
<td>91.5%</td>
<td>6.5%</td>
<td>0.7%</td>
<td>1.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>5703</td>
<td>405</td>
<td>45</td>
<td>80</td>
<td>6233</td>
</tr>
<tr>
<td>Missing</td>
<td>0.0%</td>
<td>100%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Subtotal</td>
<td>92.0%</td>
<td>5.8%</td>
<td>0.9%</td>
<td>1.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>10080</td>
<td>639</td>
<td>95</td>
<td>144</td>
<td>10958</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>92.7%</td>
<td>5.6%</td>
<td>0.7%</td>
<td>1.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>8710</td>
<td>525</td>
<td>62</td>
<td>97</td>
<td>9394</td>
</tr>
<tr>
<td>Black</td>
<td>93.0%</td>
<td>4.1%</td>
<td>1.3%</td>
<td>1.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>628</td>
<td>28</td>
<td>9</td>
<td>10</td>
<td>675</td>
</tr>
<tr>
<td>American</td>
<td>93.3%</td>
<td>4.0%</td>
<td>0.0%</td>
<td>2.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Indian</td>
<td>70</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>89.7%</td>
<td>4.9%</td>
<td>3.1%</td>
<td>2.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Islander</td>
<td>437</td>
<td>24</td>
<td>15</td>
<td>11</td>
<td>487</td>
</tr>
<tr>
<td>Other/Missing</td>
<td>71.9%</td>
<td>18.0%</td>
<td>2.8%</td>
<td>7.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>235</td>
<td>59</td>
<td>9</td>
<td>24</td>
<td>327</td>
</tr>
<tr>
<td></td>
<td>92.0%</td>
<td>5.8%</td>
<td>0.9%</td>
<td>1.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>10080</td>
<td>639</td>
<td>95</td>
<td>144</td>
<td>10958</td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond: 93/94.
5. Evaluation of Instrument

5.1 Length of Interview

The use of Computer-Assisted Telephone Interviewing yields many advantages, one of which is accurate evaluation of the length of time elapsed during the completion of each section of the interview. The CATI instrument used in this study included several "time stamps" which enable us to look carefully at the amount of time taken by the "average" respondent to complete each section. These data are presented in Table 5.1. The instruments used for data collection in the NPSAS:93 and B&B:93/94 studies are presented in Appendices C and D, respectively.

The average length of a completed interview was 32 minutes. Of this, approximately 2 minutes was spent updating information about the undergraduate career that was missing in the NPSAS file. Within the B&B interview, approximately 6 minutes was spent collecting information about post-baccalaureate education. Another 8 minutes was spent collecting information about the respondent's work since graduating from college, and approximately 3 minutes was spent gathering information about training experiences since college graduation. The demographics, civic participation, and educational loan sections of the interview comprised approximately 12 minutes.

A subsample of respondents were asked about their experiences teaching in elementary and secondary schools since receiving their baccalaureate degrees. Among those asked these questions, another 6.45 minutes was spent collecting these data. However, when averaged across all respondents, less than one minute was spent in collecting this information.

Table 5.1.--Interview administration time by section

(Average number of minutes respondents spent answering questions)

<table>
<thead>
<tr>
<th>Section Name</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (update missing information)</td>
<td>2.28</td>
</tr>
<tr>
<td>Education section</td>
<td>5.82</td>
</tr>
<tr>
<td>Employment section</td>
<td>7.98</td>
</tr>
<tr>
<td>Teaching section</td>
<td>0.78</td>
</tr>
<tr>
<td>Training sections</td>
<td>3.33</td>
</tr>
<tr>
<td>Final sections: demographic, financial and tracing information</td>
<td>11.87</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32.01</strong></td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond: 93/94.
5.2 Non-response by Item

One of the goals of B&B was to reduce item non-response by using a variety of innovative techniques to build respondent rapport, including the use of conversational interviewing. Nevertheless, some items, particularly those requiring the recollection of specific numeric figures (i.e., test scores and dates; income figures) were answered by less than 90 percent of respondents who were asked. These items are displayed in Table 5.2.6

Of the over 1,000 variables included in the final data set, 68 variables contain over 10 percent missing data, due to respondents declining to answer the question, or responding that they could not give an accurate answer. The first section of Table 5.2 contains items concerning graduate entrance examinations and professional licensing exams. The largest categories of non-response in this table are the “don’t know” responses to items concerning test scores and dates. It should be noted that “don’t know” can sometimes be a legitimate response to the test score item, since some respondents had taken a test but had not yet received word of their scores. In other instances, “don’t know” signifies that the respondent had difficulty recalling the information requested and could not provide a number. High levels of don’t know responses are also evident in the items regarding college grades.

Respondents also had difficulty recalling detailed information concerning undergraduate loans and loan payments when the respondent had more than three loans. Respondents were asked about each type of loan individually, and information on up to seven loans was collected. Item non-response appears to be a problem for information collected on loans four through seven. Note that relatively few respondents were asked about this number of loans.

As in other surveys, items that required respondents to reveal exact dollar amounts for income were not answered by some respondents. One item with high non-response, HSEHDIN, was only asked of respondents who said they were “head of the household” and were living with another adult, other than a spouse. The next three items that appear in the table, TOTINCS, ANNINCS, and TOTINCM were asked as a closed-ended categorical question when the respondent did not provide an answer to the original question. When these income questions are combined into a single categorical variable, non-response is under 15 percent.

Few of the remaining items have significant non-response. It is especially notable that the two primary sections of the survey, concerning post-baccalaureate education and employment, had very little missing data.

---

6 This list does not include items that were pre-loaded using NPSAS data, or other items that were designed as components of composite variables.
Table 5.2.—Item non-response for items with more than 10% “Don’t know” or “Refused.”

<table>
<thead>
<tr>
<th>Variable label</th>
<th>Number asked</th>
<th>Percent don't know</th>
<th>Percent refused</th>
<th>Percent combined non-response</th>
<th>Percent (1) non-response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams and grades</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCOREDAT (DAT score)</td>
<td>59</td>
<td>71.2%</td>
<td>0.0%</td>
<td>71.2%</td>
<td>71.2%</td>
</tr>
<tr>
<td>SCRGDRE (Advanced GRE score)</td>
<td>152</td>
<td>57.9%</td>
<td>0.0%</td>
<td>57.9%</td>
<td>57.9%</td>
</tr>
<tr>
<td>SCROMAT (GMAT score)</td>
<td>549</td>
<td>56.6%</td>
<td>0.2%</td>
<td>56.8%</td>
<td>56.8%</td>
</tr>
<tr>
<td>ACTSRANG (ACT score range)</td>
<td>1185</td>
<td>52.7%</td>
<td>1.0%</td>
<td>53.7%</td>
<td>53.7%</td>
</tr>
<tr>
<td>PASSNTE (Pass/fail status of NTE)</td>
<td>782</td>
<td>53.3%</td>
<td>0.3%</td>
<td>53.6%</td>
<td>53.6%</td>
</tr>
<tr>
<td>SCRAGRE (GRE score for analytic section)</td>
<td>1925</td>
<td>51.5%</td>
<td>0.5%</td>
<td>51.9%</td>
<td>51.9%</td>
</tr>
<tr>
<td>SCOREMAT (MAT score)</td>
<td>185</td>
<td>50.8%</td>
<td>0.5%</td>
<td>51.4%</td>
<td>51.4%</td>
</tr>
<tr>
<td>SCRVGRE (GRE score for verbal section)</td>
<td>1924</td>
<td>49.7%</td>
<td>0.5%</td>
<td>50.2%</td>
<td>50.2%</td>
</tr>
<tr>
<td>SATSRANG (SAT score range)</td>
<td>1973</td>
<td>47.9%</td>
<td>1.1%</td>
<td>49.0%</td>
<td>49.0%</td>
</tr>
<tr>
<td>SCORLSAT (LSAT score)</td>
<td>562</td>
<td>44.7%</td>
<td>1.2%</td>
<td>45.9%</td>
<td>45.9%</td>
</tr>
<tr>
<td>SCORMCAT (MCAT score)</td>
<td>345</td>
<td>41.7%</td>
<td>0.9%</td>
<td>42.6%</td>
<td>42.6%</td>
</tr>
<tr>
<td>ACCNTPAS (Accounting exam score type)</td>
<td>80</td>
<td>36.3%</td>
<td>0.0%</td>
<td>36.3%</td>
<td>36.3%</td>
</tr>
<tr>
<td>STE01PAS (State teaching exam 1 score type)</td>
<td>608</td>
<td>32.6%</td>
<td>0.2%</td>
<td>32.7%</td>
<td>32.7%</td>
</tr>
<tr>
<td>SATSCORE (SAT score)</td>
<td>6701</td>
<td>28.8%</td>
<td>0.4%</td>
<td>30.2%</td>
<td>30.2%</td>
</tr>
<tr>
<td>STE02PAS (State teaching exam 2 score type)</td>
<td>77</td>
<td>27.8%</td>
<td>0.0%</td>
<td>28.6%</td>
<td>28.6%</td>
</tr>
<tr>
<td>REALTPAS (Real estate exam score type)</td>
<td>73</td>
<td>27.4%</td>
<td>2.7%</td>
<td>27.4%</td>
<td>27.4%</td>
</tr>
<tr>
<td>PASSNURS (Pass/fail status of nursing exam)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTSCORE (ACT score)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATDATE (Date took DAT)</td>
<td>59</td>
<td>25.4%</td>
<td>0.0%</td>
<td>25.4%</td>
<td>25.4%</td>
</tr>
<tr>
<td>CUMGRADE (Grades in all undergraduate courses)</td>
<td>225</td>
<td>13.8%</td>
<td>5.3%</td>
<td>19.1%</td>
<td>19.1%</td>
</tr>
<tr>
<td><strong>Grades in undergraduate major</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRDSMAJ (Grades in undergraduate major)</td>
<td>505</td>
<td>15.6%</td>
<td>2.0%</td>
<td>17.6%</td>
<td>17.6%</td>
</tr>
<tr>
<td><strong>Undergraduate loans</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTLOANS (Spouse's loans still owed)</td>
<td>984</td>
<td>29.9%</td>
<td>1.0%</td>
<td>30.9%</td>
<td>30.9%</td>
</tr>
<tr>
<td>TOTBAL (Spouse's education loans deferred?)</td>
<td>981</td>
<td>21.3%</td>
<td>0.8%</td>
<td>22.1%</td>
<td>22.1%</td>
</tr>
<tr>
<td>MONPAY05 (Monthly payments on loan)</td>
<td>50</td>
<td>18.0%</td>
<td>4.0%</td>
<td>22.0%</td>
<td>22.0%</td>
</tr>
<tr>
<td>LN05DUDT (Date first payment due on loan)</td>
<td>102</td>
<td>15.7%</td>
<td>2.0%</td>
<td>17.6%</td>
<td>17.6%</td>
</tr>
<tr>
<td>LN06DUDT (Date first payment due on loan)</td>
<td>41</td>
<td>17.1%</td>
<td>0.0%</td>
<td>17.1%</td>
<td>17.1%</td>
</tr>
<tr>
<td>LNFORGIV (Amount of undergraduate debt forgiven)</td>
<td>77</td>
<td>16.9%</td>
<td>0.0%</td>
<td>16.9%</td>
<td>16.9%</td>
</tr>
<tr>
<td>LNO5PYDT (Date of last payment on loan)</td>
<td>51</td>
<td>9.8%</td>
<td>5.9%</td>
<td>15.7%</td>
<td>15.7%</td>
</tr>
<tr>
<td>LNO4DUDT (Date first payment due on loan)</td>
<td>281</td>
<td>13.9%</td>
<td>1.4%</td>
<td>15.3%</td>
<td>15.3%</td>
</tr>
<tr>
<td>DEFER04 (Any deferment for loan)</td>
<td>80</td>
<td>11.3%</td>
<td>3.8%</td>
<td>15.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>MONPAY04 (Monthly payments on loan)</td>
<td>159</td>
<td>10.7%</td>
<td>3.1%</td>
<td>13.8%</td>
<td>13.8%</td>
</tr>
<tr>
<td>PAYPLN05 (Repayment plan for loan)</td>
<td>51</td>
<td>7.8%</td>
<td>5.9%</td>
<td>13.7%</td>
<td>13.7%</td>
</tr>
<tr>
<td>LN03DUDT (Date first loan payment due)</td>
<td>750</td>
<td>10.4%</td>
<td>0.9%</td>
<td>11.3%</td>
<td>11.3%</td>
</tr>
<tr>
<td>LN04PYDT (Date of last payment on loan)</td>
<td>159</td>
<td>8.2%</td>
<td>2.5%</td>
<td>10.7%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>
Table 5.2-Continued.—Item non-response for items with more than 10% “Don’t know” or “Refused.”

<table>
<thead>
<tr>
<th>Variable label</th>
<th>Number asked</th>
<th>Percent don’t know</th>
<th>Percent refused</th>
<th>Percent combined non-response</th>
<th>Percent (1) non-response</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTINCS Spouse’s income from all sources</td>
<td>361</td>
<td>39.9%</td>
<td>0.3%</td>
<td>40.2%</td>
<td>40.2%</td>
</tr>
<tr>
<td>ANNINCS Spouse’s income from job</td>
<td>396</td>
<td>34.3%</td>
<td>0.8%</td>
<td>35.1%</td>
<td>35.1%</td>
</tr>
<tr>
<td>TOTINCM Estimated income from all sources</td>
<td>751</td>
<td>25.8%</td>
<td>0.4%</td>
<td>26.2%</td>
<td>26.2%</td>
</tr>
<tr>
<td>ANNINCSP Spouse’s income from job</td>
<td>3138</td>
<td>12.9%</td>
<td>10.9%</td>
<td>23.8%</td>
<td>23.8%</td>
</tr>
<tr>
<td>TOTINCSp Spouse’s income from all sources</td>
<td>3127</td>
<td>11.8%</td>
<td>11.2%</td>
<td>22.9%</td>
<td>22.9%</td>
</tr>
<tr>
<td>ANNUINCR Respondent’s estimate of job income</td>
<td>796</td>
<td>21.0%</td>
<td>1.5%</td>
<td>22.5%</td>
<td>22.5%</td>
</tr>
<tr>
<td>TOTINCOM Respondent income from all sources</td>
<td>9747</td>
<td>7.9%</td>
<td>7.2%</td>
<td>15.1%</td>
<td>15.1%</td>
</tr>
<tr>
<td>ANNUINCC Respondent’s job income</td>
<td>9764</td>
<td>8.3%</td>
<td>6.8%</td>
<td>15.1%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SALARY Academic year base salary</td>
<td>1153</td>
<td>7.5%</td>
<td>5.3%</td>
<td>12.8%</td>
<td>12.8%</td>
</tr>
<tr>
<td>LENGTH Length of contract</td>
<td>1169</td>
<td>9.4%</td>
<td>0.6%</td>
<td>10.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Demographic information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FATHEMIG Year father emigrated to U.S.</td>
<td>1108</td>
<td>9.9%</td>
<td>1.9%</td>
<td>11.8%</td>
<td>11.8%</td>
</tr>
<tr>
<td>MORTGAG Monthly mortgage payment</td>
<td>1961</td>
<td>1.6%</td>
<td>9.6%</td>
<td>11.2%</td>
<td>11.2%</td>
</tr>
<tr>
<td>AIDELIG Eligibility for school aid as noncitizen</td>
<td>187</td>
<td>10.7%</td>
<td>0.0%</td>
<td>10.7%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond:93/94
5.3 Reinterviews

A group of 100 respondents was recontacted several weeks after being interviewed. These respondents were asked a subset of items included in the initial interview to help assess the quality of those items. Since resources were limited, we focused on items from the education and employment sections that had been problematic in the field test, and were modified between the field test and the main survey.

Table 5.3 provides information on the discrepancies between responses to education items in the two interviews. Results indicate that the questions elicited similar information in both interviews. Ninety-two percent of respondents gave consistent responses when asked whether they had taken any courses for credit since graduating from college. Of the eight percent in which responses were inconsistent, most were cases in which a short enrollment spell was mentioned in the initial interview that was not reported in the reinterview.

As a followup to this question, respondents were asked to name the school they attended; all respondents except one provided consistent names across both interviews. Eighty-five percent of all cases had similar information concerning dates of attendance, and eighty-seven percent had consistent information concerning the usual time of attendance in the two interviews.

Table 5.4 presents information on the consistency of responses to employment items. Ninety-six percent of respondents gave consistent information across surveys when asked whether they had worked since graduation. Almost three-quarters of respondents gave the same number in both surveys when asked about the number of jobs they held since graduation; twenty-six percent gave inconsistent responses. Upon closer scrutiny, many of the discrepancies resulted from jobs held around the time of graduation that were reported in one survey, but not the other. Respondents were asked about the number of jobs held since graduating; interviewers were instructed to include jobs that began before graduation if the job ended after graduation. Confusion over whether to include such jobs accounts for many of the inconsistencies noted in the reinterview.

Information about the beginning and ending dates of jobs and about unemployment status during the periods between jobs were used to construct month-by-month employment status variables for each respondent. In the table below, the average number of discrepancies across interviews in monthly employment status is presented for three periods: the period preceding graduation for most respondents, the summer following the modal graduation date, and the academic year following the modal graduation date. It appears that information was reliably captured for all months except for the summer months following graduation -- approximately 28 percent of cases contained inconsistent data concerning employment status in the summer months. These inconsistencies are due to several causes. For example, in some cases the beginning and ending dates of jobs are off by a month; in other cases a job held at the time of graduation is included in one interview and not another. Among respondents who were not working, there is some inconsistency in whether they are classified as unemployed or out of the labor force during this time.

---

7 Jobs held between the original interview and the reinterview were excluded from all analyses.
Table 5.3.--Consistency between original interview data and reinterview data: education items

(Number of Respondents = 100)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Consistent in both</th>
<th>Inconsistent due to skip pattern</th>
<th>Inconsistent valid codes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post-baccalaureate education</strong></td>
<td>92%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Have you taken any courses, for credit, offered by a college, university, technical or vocational school, since graduation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IPEDS code</strong></td>
<td>91%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>What is the name and location of the school you attended?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dates of attendance</strong></td>
<td>85%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Did you attend this school in 199(2,3,4)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IF NO, ENTER NOT ATTENDING FOR EACH MONTH.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IF YES: in what months did you attend full time (ENTER THE MONTH) and in what months did you attend part time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Usual time of attendance</strong></td>
<td>87%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>When (do/did) you usually attend classes at this school? (Weekdays, Weeknights, or Weekends)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond: 1993/94
### Table 5.4.--Discrepancies between original interview data and reinterview data: employment items

(Number of Respondents = 100)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of discrepancies</th>
<th>Total</th>
<th>Due to skip patterns</th>
<th>Discrepant valid codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you worked at any jobs for pay since graduation?</td>
<td></td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>How many jobs have you held since graduation?</td>
<td></td>
<td>26%</td>
<td>4%</td>
<td>22%</td>
</tr>
<tr>
<td>Average number of discrepancies in employment status, each month:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July, 1992 - April, 1993</td>
<td></td>
<td>5.6</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Average number of discrepancies in employment status, each month:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May, 1993 - August, 1993</td>
<td></td>
<td>28.2</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Average number of discrepancies in employment status, each month:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September, 1993- November, 1994</td>
<td></td>
<td>9.6</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond:93/94
6. B&B:93/94 Transcript Component

In addition to data gathered from sample members, B&B:93/94 included a transcript component which attempted to capture student-level course-taking and grades for eligible sample members. Transcripts were requested for all sample members from the NPSAS schools from which they received their bachelor's degrees. Data were captured at both the school and student levels; school-level data such as school type, schedule, and grading systems were gathered first and used to guide the entry of student-level courses, credit hours, and grades.

6.1 Transcript Collection Procedures

Data collection for the transcript component began in August, 1994, when a packet was mailed to all 715 NPSAS:93 sample schools from which B&B sample members graduated. The contents of this packet included:

- a B&B informational leaflet;
- letters from NCES, NORC, and the American Association of Collegiate Registrars and Admission Officers;
- a list of professional organization endorsements;
- instructions for sending transcripts;
- a student checklist with the names and other relevant information for each student for whom a transcript was requested;
- a request for reimbursement form and postage paid return envelope in which to send student transcripts.

In addition to student transcripts, schools were asked to provide a course catalog and information on their grading and credit-granting systems and school term. A transcript was requested for all 12,478 students in the B&B:93 sample, although not all transcripts were coded due to sample member ineligibility (see section 6.3 for more information on eligibility criteria).

Prompting of nonresponding schools began in September, 1994, by the telephone center. An attempt was made to address any concerns of the school staff regarding confidentiality or the release of transcripts. At this time, NORC prompters also tried to take any steps necessary to assist the registrar or other school official in gathering the needed information. The majority of schools (595) had sent their transcripts by the end of December 1994. Table 6.1 shows the completion rate for the transcript component. In all, 626 of the 635 (99 percent) eligible schools complied with our request for student transcripts, resulting in a transcript collection rate of 98 percent at the student level.
Table 6.1.--Completion rate for B&B:93/94 transcript component

<table>
<thead>
<tr>
<th>Final Disposition</th>
<th>Schools</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received</td>
<td>626</td>
<td>10970</td>
</tr>
<tr>
<td>(98.6%)</td>
<td>(97.8%)</td>
<td></td>
</tr>
<tr>
<td>Refused/final Nonresponse</td>
<td>9</td>
<td>250</td>
</tr>
<tr>
<td>(1.4%)</td>
<td>(2.2%)</td>
<td></td>
</tr>
<tr>
<td>Out-of-scope*</td>
<td>80</td>
<td>1258</td>
</tr>
<tr>
<td>Total</td>
<td>715</td>
<td>12478</td>
</tr>
<tr>
<td>(100.0%)</td>
<td>(100.0%)</td>
<td></td>
</tr>
</tbody>
</table>

* A school (and the sample members attached to it) was considered out-of-scope if it reported that it did not grant baccalaureate degrees. Further conditions for student ineligibility are listed in section 6.3.

SOURCE: NCES, Baccalaureate and Beyond:93/94

6.2 Transcript Processing Procedures

The design of the B&B:93/94 transcript processing system capitalized on the work done by previous NORC studies (i.e., HS&B, NELS2). The process flow and system however, were changed in four significant areas. First, since the sample of schools from which transcripts were collected was known, the system was designed around the school as the primary unit, rather than the student. Second, transcripts were entered after all school level information about schedule, grading, and credit-granting systems were collected and verified. The system enforced these parameters and ensured that the transcripts were internally consistent within the school. Third, the transcript coders worked with the full transcript when entering and coding courses. This allowed them to view each entry in context and make intelligent, informed decisions when difficult situations were encountered. Finally, the system was designed so that course-level information (in a unique school) was only entered once; subsequent duplicate course entries were selected by the coder from a dynamic school-level list of all courses entered from previous transcripts.

School-level coding. Receipt control and data entry of course catalogs, grading system descriptions, and school term information from the schools began in September 1994. The institutional information was checked for accuracy and completeness, and those schools with incomplete school information, missing grading systems, or missing catalogs were contacted to retrieve missing items.

The grading and credit-granting system used by each school was captured before transcript data were entered. The allowable grades, their quality points (the points per credit for the grade), and the grades counting toward credit were entered into the master grading system table. Each school unit in the database referenced a unique grading system, and only those grades allowed for the school were available to course coders. If new grades were found during course coding, entry was stopped until supervisors could ascertain the correct grading system for the school.
Each course was designated as being a quarter, semester, trimester, clock hour, examination, transfer, study abroad, or other term type. The term type designation, however, had no bearing on the normalized number of credits assigned to each course on the transcript. Instead, the actual minimum number of credits required for a baccalaureate degree was entered at the school level for each school in the sample. The number of credits received for each course was entered at the course level, and the normalized number of credits for each course calculated by multiplying by 120 over the total credits required for a degree.

**Student-level transcript coding.** After the school-based information was entered, the transcripts were processed; transcript data entry and course coding were combined into one procedure. All transcripts from a school were processed by the same coder. Before specific course information was entered, general student-level information from the transcript was entered. These data, such as major and minor field of study, grade point average, high school graduation date, and baccalaureate degree data were entered for all students.

Transcripts are typically organized by courses taken per term. Keeping the course-term link is important for reporting intensity of enrollment. Terms are also important in determining the uniqueness of a course. Courses are unique by school, course abbreviation, and term. This allows for separate coding of special study courses that vary from term to term (i.e., "Special Studies: Babbage and the history of early Computers"; next term, same department "Special Studies: Advanced Fractal/Chaos Applications"). In order to maintain this link, transcript data were entered term-by-term. The coder chose the term description (e.g., Winter, '90) from the list set up for that school, and then proceeded to enter the courses within that term. Courses or blocks of courses which came from outside sources (e.g., transfer, foreign study, advanced placement credit) were entered by source, and the source noted in the term description field.

Within each school, all course abbreviations (i.e., ENGL 101), titles, usual credits, and course codes were stored as new courses were discovered, entered, and coded. When the coder entered the course abbreviation, any title previously stored was displayed. If the title matched the transcript, the coder accepted the entry and verified the number of credits. Note that the number of credits granted for a course was edited since it varied from student to student. For example, Independent Study courses may vary greatly in the number of credits earned. Also, some courses may have optional labs or discussion groups. After verifying the credits, the grade was selected. Only grades from the school's grading system list were allowed. Any disallowed grades were investigated and resolved by the transcript supervisor, usually by researching the course catalog or school institution data or by calling the registrar.

If the course didn't match a pre-existing entry, the coder searched the school-level table to see if other courses existed for the abbreviation. If a course did not exist in the table, the coder entered the full course title, the number of credits, and the grade. These procedures allowed for a robust, automated, school-level course database which greatly improved the quality, and increased speed and efficiency of transcript data entry. Figure 6.1 provides an illustration of the flow of materials in transcript data collection.

Although transcripts were requested from only the baccalaureate degree granting institutions, these transcripts often were sent to us with transcripts from previous transfer schools attached. A decision was made to code these transcripts. However, no attempt was made to collect additional information from these 1,938 schools. Because we lack the school-level information for these transcripts, this information is not the same quality as information coded from the baccalaureate transcripts.
Figure 6.1  B&B transcript schools and courses coded

SOURCE: NCES, Baccalaureate and Beyond: 93/94

6.3  B&B: 93/94 Transcripts Eligibility Criteria

During the course of transcript collection, it was found that some NPSAS sample schools from which a sample member was reported to have received a bachelor’s degree, actually did not offer that degree. In most cases this was confirmed by data on the school in the Integrated Postsecondary Education Data System (IPEDS) database. Students attached to these sample schools were considered out-of-scope for transcript processing. In other cases, the school did grant baccalaureate degrees but did not award a degree to the student. Again the student was considered out-of-scope. In most of these out-of-scope cases ineligibility was confirmed by the respondent questionnaire status. In all cases where the respondent was eligible in the B&B CATI (completed the questionnaire or non-response) and a transcript was received, the transcript was entered regardless of whether or not a bachelor’s degree was awarded. The determination of transcript eligibility involved the interaction of both transcript status and questionnaire status. Table 6.2 shows the matrix of questionnaire dispositions and transcript dispositions.
As shown above, the combination of questionnaire and transcript status resulted in various final outcomes, which then informed the decision whether or not to process the transcript or count the sample member as eligible. The final eligibility criteria are best defined as:

A sample member is eligible for B&B:93/94 if he or she received a baccalaureate degree from the sample school between July 1, 1992 and June 30, 1993; OR

If he or she completed a B&B interview and satisfied one of the following criteria:

- received a baccalaureate degree from another school during the reference period;
- earned at least 75 percent of the credits needed for a baccalaureate degree from the NPSAS school;
- the respondent interview data showed that he or she attended multiple schools.

Table 6.3 provides information on the eligibility of cases in the interview and transcript components of the study. Any case that was found to be eligible in either component of the study will be retained for future rounds. (In the CATI study, eligibility was determined by respondents’ self-reported graduation.) Excluded from future follow-up will be the 1178 cases that were found to be ineligible in both components of the study, as well as the 108 cases that were found to be ineligible in one component and were non-respondents in the other. Thus, 11,192 cases will be followed in subsequent
rounds of the study. It should be noted that regardless of eligibility prior, only those respondents who reported having completed their baccalaureate degree in the course of the interview were retained as interview completers.

Table 6.3.--Transcript and CATI eligibility

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>CATI eligible</th>
<th>CATI ineligible</th>
<th>CATI non-interview (Eligibility unknown)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript eligible</td>
<td>9876</td>
<td>267</td>
<td>827</td>
</tr>
<tr>
<td>Transcript ineligible</td>
<td>44</td>
<td>1178</td>
<td>36</td>
</tr>
<tr>
<td>Transcript nonresponse</td>
<td>160</td>
<td>72</td>
<td>18</td>
</tr>
<tr>
<td>(Eligibility unknown)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>10,080</td>
<td>1,517</td>
<td>881</td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond: 93/94.

6.4 Quality Control

The transcripts data entry system was designed to minimize the majority of coding and entry errors which occur with tasks of this type. Based on the most up-to-date experiences with the NELS Third Follow-up transcript component, a data entry program was designed to automate as many of the data entry steps as possible. As described in section 6.2, much of this automation occurred on the course level, where the bulk of data entry errors usually take place.

In addition to system design, the coding supervisors regularly undertook quality control checks of entered data, as well as monitoring individual coders. Analyses of interim data files created during production showed that the problematic areas for data entry occurred with transfer schools and transfer credits. While some transfer transcripts were entered, the quality of these data is not at the same level as data from the sample school transcript for several reasons: (1) transfer transcripts were not requested from the transfer school and therefore, were not systematically received; (2) full information about the transfer schools was not obtained (i.e., course catalogs, number of credits required for degree, type of credits granted, etc.).
7. Weights Development Documentation for B&B:93/94 Sample

B&B:93/94 final weights were calculated by adjusting the baseline National Postsecondary Student Aid Survey (NPSAS:93) weights. Adjustments were made for tighter B&B eligibility criteria applied in B&B:93/94 and for nonresponse in the B&B:93/94 survey. NPSAS:93 sample development and weights calculation documentation can be found in "Sampling Design and Weighting Report for the 1993 National Postsecondary Student Aid Study" published in February, 1995 (Whitmore, Traccarella, and Iannacchione, 1995). The B&B:93/94 weights adjustment started with the NPSAS:93 base weight calculated for all B&B eligible sample members (N). A summary of the interim weight components and final B&B weight distribution can be summarized as follows:

Variables defined in the weights development process:

- \( N_0 \): NPSAS:93 base weight
- \( B_0 \): NPSAS:93 base weight (with imputed values for 23 missing base weights and adjusted for new baccalaureate degree control totals
- \( B_1 \): B&B:93/94 final weight adjusted for nonresponse (non-respondents are assigned a value = 0)
- B&BSTRAT: Adjusted institution stratum for B&B weight
- B&BTYPE: Adjusted student type for B&B weight

A summary of the final distribution for \( N_0 \), \( B_0 \), and \( B_1 \) is as follows:

Table 7.1.-- Final distribution

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sum of weights(^1)</th>
<th>Number of non-zero observations</th>
<th>Number of zero observations</th>
<th>Mean based on non-zero weight</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>( N_0 )</td>
<td>1,025,292.00</td>
<td>11,169</td>
<td>23</td>
<td>91.80</td>
<td>77.51</td>
<td>1.00</td>
<td>2,225.00</td>
</tr>
<tr>
<td>( B_0 )</td>
<td>1,184,758.02</td>
<td>11,192</td>
<td></td>
<td>105.86</td>
<td>86.15</td>
<td>1.52</td>
<td>2,446.50</td>
</tr>
<tr>
<td>( B_1 )</td>
<td>1,184,758.04</td>
<td>10,080</td>
<td>1,112</td>
<td>117.54</td>
<td>95.57</td>
<td>1.56</td>
<td>3,149.07</td>
</tr>
</tbody>
</table>

\(^1\)Small difference in sum of weights is due to rounding error.

SOURCE: NCES, Baccalaureate and Beyond:93/94
Section 7.1: Weights Development Procedure

Step 1. Calculate the final B&B:93/94 case disposition

The final B&B:93/94 case disposition for weights development and further analysis was created by combining the final survey disposition (CATI) with the final disposition from the Transcript component. The final survey disposition reflects the final data collection disposition and includes complete cases, cases determined to be ineligible for B&B, and cases for which no response was attained. The final transcript component disposition was determined by our ability to collect and code the sample member's undergraduate transcript. Information from the transcript was used to determine whether sample members were eligible for B&B. The valid values from the transcript component disposition include complete (and eligible), ineligible, and not received. Refer to table 6.3 for the breakdown of transcript and CATI eligible cases.

The final disposition of all cases is presented in table 7.2.

Table 7.2.--Final dispositions

<table>
<thead>
<tr>
<th>Final analysis disposition</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATI complete and transcript complete</td>
<td>9,876</td>
</tr>
<tr>
<td>CATI complete no transcript</td>
<td>204</td>
</tr>
<tr>
<td>CATI non-respondent; transcript complete</td>
<td>1,094</td>
</tr>
<tr>
<td>Eligibility unknown</td>
<td></td>
</tr>
<tr>
<td>CATI + transcript incomplete</td>
<td>18</td>
</tr>
<tr>
<td>Subtotal:</td>
<td>11,192</td>
</tr>
<tr>
<td>Determined ineligible in CATI or transcripts</td>
<td>1,286</td>
</tr>
<tr>
<td>Total</td>
<td>12,478</td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond:93/94
Step 2. Collapse institution stratum and student type cells.

NPSAS:93 interviews were completed, and B&B eligible sample members were identified, from all 22 institution strata and all 5 student types defined in the NPSAS:93 sample universe. For the purpose of control total, and non-response, adjustments the B&B:93/94 sample were collapsed into 48 cells. These 48 cells include the 16 institution strata containing institutions which grant baccalaureate degrees, and within each stratum three student types (baccalaureate degree eligible--business majors (type 4), baccalaureate degree eligible--all other degrees (type 5), and all other students (types 1-3 collapsed into type 3). The following rules were used to collapse student type and institution stratum:

Student Type:
1. If student type =1 (other undergraduates) or
   =2 (graduates) or
   =3 (first professional students)
   Set B&BTYPE =3 (other)
2. Else B&BTYPE = student type

Institution Stratum:
1. If institution stratum (IS) = 17 (public, 2-year) or
   = 20 (public less-than-2-year)
   Set B&BSTRAT = 14 (Public, 4-year, bachelors, low ed)
   [IS 17 (10 cases)+IS 20 (0 cases)=10 cases recoded]
2. Else if institution stratum = 18 (private, not-for-profit, 2-year) or
   = 19 (private, for-profit, 2-year) or
   = 21 (private, not-for-profit, less-than-2-year) or
   = 22 (private, for-profit, less-than-2-year)
   Set B&BSTRAT = 16 (private, 4-year, bachelors, low ed)
   [IS 18 (1)+IS 19(2)+IS 21(2)+IS 22(4)=9 cases recoded]
3. Else set B&BSTRAT = institution stratum
After collapsing institution stratum and sample type, the distribution of B&BSTRAT and B&BTYPE for the 11,192 eligible B&B sample members is as follows:

Table 7.3.--Control totals by institution stratum

<table>
<thead>
<tr>
<th>B&amp;BSTRAT x B&amp;BTYPE</th>
<th>Type 3 other undergraduates</th>
<th>Type 4 BA business majors</th>
<th>Type 5 BA other majors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Public, 4-year, first-prof, high ed</td>
<td>27</td>
<td>39</td>
<td>378</td>
<td>444</td>
</tr>
<tr>
<td>2. Public, 4-year, first-prof, low ed</td>
<td>155</td>
<td>174</td>
<td>2,419</td>
<td>2,748</td>
</tr>
<tr>
<td>3. Private, 4-year, first-prof, high ed</td>
<td>38</td>
<td>59</td>
<td>759</td>
<td>856</td>
</tr>
<tr>
<td>4. Private, 4-year, first-prof, low ed</td>
<td>7</td>
<td>16</td>
<td>294</td>
<td>317</td>
</tr>
<tr>
<td>5. Public, 4-year, doctoral, high ed</td>
<td>17</td>
<td>42</td>
<td>379</td>
<td>438</td>
</tr>
<tr>
<td>6. Public, 4-year, doctoral, low ed</td>
<td>63</td>
<td>62</td>
<td>830</td>
<td>955</td>
</tr>
<tr>
<td>7. Private, 4-year, doctoral, high ed</td>
<td>9</td>
<td>20</td>
<td>126</td>
<td>155</td>
</tr>
<tr>
<td>8. Private, 4-year, doctoral, low ed</td>
<td>3</td>
<td>4</td>
<td>148</td>
<td>155</td>
</tr>
<tr>
<td>9. Public, 4-year, masters, high ed</td>
<td>31</td>
<td>27</td>
<td>328</td>
<td>386</td>
</tr>
<tr>
<td>10. Public, 4-year, masters, low ed</td>
<td>119</td>
<td>183</td>
<td>1,726</td>
<td>2,028</td>
</tr>
<tr>
<td>11. Private, 4-year, masters, high ed</td>
<td>5</td>
<td>14</td>
<td>155</td>
<td>174</td>
</tr>
<tr>
<td>12. Private, 4-year, masters, low ed</td>
<td>60</td>
<td>135</td>
<td>1,070</td>
<td>1,265</td>
</tr>
<tr>
<td>13. Public, 4-year, bachelors, high ed</td>
<td>2</td>
<td>16</td>
<td>109</td>
<td>127</td>
</tr>
<tr>
<td>14. Public, 4-year, bachelors, low ed</td>
<td>17</td>
<td>20</td>
<td>111</td>
<td>148</td>
</tr>
<tr>
<td>15. Private, 4-year, bachelors, high ed</td>
<td>7</td>
<td>9</td>
<td>109</td>
<td>125</td>
</tr>
<tr>
<td>16. Private, 4-year, bachelors, low ed</td>
<td>28</td>
<td>92</td>
<td>751</td>
<td>871</td>
</tr>
<tr>
<td>Total</td>
<td>588</td>
<td>912</td>
<td>9,692</td>
<td>11,192</td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond:93/94
Step 3. Impute baseline NPSAS:93 weights for 23 eligible B&B sample members and calculate updated baccalaureate degree control totals.

The B&B:93/94 sample included 26 cases for which the NPSAS:93 baseline weight was equal to zero. In B&B:93/94, 23 of these cases were completed and 3 were determined to be ineligible. The NPSAS:93 baseline weight for the 23 eligible cases was imputed using the average of all non-zero baseline weights within the same institution at which the baccalaureate degree was attained. One of the cases with a missing weight happened to be the only representative in their institution. The baseline NPSAS:93 weight was imputed for this case by using the average across all non-zero weights within the same institution stratum and student type cell.

The baseline weights for all B&B eligible students were further adjusted for final degree totals. Control totals for baccalaureate degrees awarded were calculated based on the IPEDS completions file for academic year 1992-1993. The NPSAS institution sample frame was matched to the IPEDS file and the total number of baccalaureate degrees awarded was calculated by institution stratum. Table 7.4 summarizes the control totals for each B&B stratum.

An adjusted weight $B_0$ was calculated for each case by multiplying the base weight by the ratio of the sum of degrees awarded to the sum of the base weights for the appropriate institution stratum. The adjusted total number of baccalaureate degrees for academic year 1992-1993 is 1,184,758 degrees. This weight will serve as the B&B base weight used in all future weight adjustments.
Table 7.4.--Estimates of baccalaureate degrees awarded by type of institution used to construct weights

<table>
<thead>
<tr>
<th>Institution Stratum</th>
<th>Sum of the NPSAS:93 base weights (N&lt;sub&gt;i&lt;/sub&gt;)</th>
<th>Number of baccalaureate degrees awarded in academic year 1992-1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Public, 4-year, first-prof, high ed</td>
<td>41,359.00</td>
<td>47,950</td>
</tr>
<tr>
<td>2. Public, 4-year, first-prof, low ed</td>
<td>247,936.38</td>
<td>296,486</td>
</tr>
<tr>
<td>3. Private, 4-year, first-prof, high ed</td>
<td>88,913.14</td>
<td>104,533</td>
</tr>
<tr>
<td>4. Private, 4-year, first-prof, low ed</td>
<td>31,422.00</td>
<td>28,977</td>
</tr>
<tr>
<td>5. Public, 4-year, doctoral, high ed</td>
<td>38,872.41</td>
<td>56,165</td>
</tr>
<tr>
<td>6. Public, 4-year, doctoral, low ed</td>
<td>92,140.96</td>
<td>106,400</td>
</tr>
<tr>
<td>7. Private, 4-year, doctoral, high ed</td>
<td>23,681.00</td>
<td>15,856</td>
</tr>
<tr>
<td>8. Private, 4-year, doctoral, low ed</td>
<td>15,460.06</td>
<td>11,759</td>
</tr>
<tr>
<td>9. Public, 4-year, masters, high ed</td>
<td>32,575.69</td>
<td>42,165</td>
</tr>
<tr>
<td>10. Public, 4-year, masters, low ed</td>
<td>181,775.09</td>
<td>213,132</td>
</tr>
<tr>
<td>11. Private, 4-year, masters, high ed</td>
<td>7,236.00</td>
<td>7,636</td>
</tr>
<tr>
<td>12. Private, 4-year, masters, low ed</td>
<td>104,907.64</td>
<td>125,733</td>
</tr>
<tr>
<td>13. Public, 4-year, bachelors, high ed</td>
<td>3,783.26</td>
<td>5,750</td>
</tr>
<tr>
<td>14. Public, 4-year, bachelors, low ed</td>
<td>24,867.62</td>
<td>22,459</td>
</tr>
<tr>
<td>15. Private, 4-year, bachelors, high ed</td>
<td>10,182.00</td>
<td>9,395</td>
</tr>
<tr>
<td>16. Private, 4-year, bachelors, low ed</td>
<td>82,180.93</td>
<td>90,362</td>
</tr>
<tr>
<td>Total</td>
<td>1,027,293.18</td>
<td>1,184,758</td>
</tr>
</tbody>
</table>

SOURCE: NCES, Baccalaureate and Beyond:93/94
Step 4. Adjust for non-response and calculate final B&B:93/94 weight

Non-response adjustments for the weight variables were calculated using the following process:

1. Non-response adjustment cells were created by cross-classifying cases by two variables: institution stratum and student type.

2. Each cell was checked to see that it met two conditions:
   - the cell contained at least 15 students
   - the weighted response rate for the cell was at least two-thirds (67%) of the overall weighted response rate.

3. Any cells that did not meet both conditions were combined into larger cells. This was done by combining student types 3 and 4 within the same institutional stratum. If this larger cell did not meet the criteria specified above, all student types from that institutional stratum were combined.

4. Once all cells were defined, the B&B weight variable was multiplied by the inverse of the weighted response rate for the cell.

In more formal terms, if we define the indicator \( I_{hbi} = 1 \) if surveyed B&B sample member \( I \) in student stratum \( b \) and institutional stratum \( h \) responded to the survey, and let \( I_{hbi} = 0 \) if the sample member did not respond to the survey, then the response rate for sample members in institutional stratum \( h \) and student stratum \( b \), \( R_{hb} \), is

\[
R_{hb} = \frac{\sum_{i=1}^{n_{hb}} B_{0i} I_{hbi}}{\sum_{i=1}^{n_{hb}} B_{0i}}.
\]

where \( n_{hb} \) is the number of sampled students in student stratum \( b \) and institutional stratum \( h \). The final B&B:93/94 weight adjusted for nonresponse, \( B_1 \), is

\[
B_1 = B / R_{hb}.
\]

Final response rates for each strata are presented in the following table.
Table 7.5.--Weighted (by B₀) response rates by strata

<table>
<thead>
<tr>
<th>BBSTRAT</th>
<th>BBTYPE</th>
<th>N</th>
<th>Response</th>
<th>Nonresponse</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>27</td>
<td>8154.94</td>
<td>682.86</td>
<td>0.92273</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>39</td>
<td>7373.53</td>
<td>979.66</td>
<td>0.88272</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>378</td>
<td>27418.88</td>
<td>3340.12</td>
<td>0.89141</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>155</td>
<td>51471.46</td>
<td>4509.42</td>
<td>0.91945</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>174</td>
<td>34791.04</td>
<td>3222.72</td>
<td>0.91522</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>2419</td>
<td>183190.91</td>
<td>19300.45</td>
<td>0.90469</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>38</td>
<td>13453.25</td>
<td>2371.34</td>
<td>0.85015</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>59</td>
<td>13358.02</td>
<td>1317.93</td>
<td>0.91020</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>759</td>
<td>64384.86</td>
<td>9647.59</td>
<td>0.86968</td>
</tr>
<tr>
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<td>4508.58</td>
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</tr>
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<td>294</td>
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<td>2264.89</td>
<td>0.90623</td>
</tr>
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<td>0.00</td>
<td>1.00000</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
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<td>9528.82</td>
<td>1125.54</td>
<td>0.89436</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
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<td>34232.10</td>
<td>3430.09</td>
<td>0.90892</td>
</tr>
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<td>3</td>
<td>63</td>
<td>19157.34</td>
<td>2135.14</td>
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<tr>
<td>6</td>
<td>4</td>
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<tr>
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<td>5</td>
<td>830</td>
<td>63942.06</td>
<td>7324.59</td>
<td>0.89722</td>
</tr>
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<td>6066.27</td>
<td>1333.11</td>
<td>0.81984</td>
</tr>
<tr>
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<td>5</td>
<td>126</td>
<td>7639.75</td>
<td>816.87</td>
<td>0.90340</td>
</tr>
<tr>
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<td>11203.76</td>
<td>555.24</td>
<td>0.95278</td>
</tr>
<tr>
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<td>3</td>
<td>31</td>
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<td>0.88722</td>
</tr>
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<td>4</td>
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<td>4868.13</td>
<td>428.44</td>
<td>0.91911</td>
</tr>
<tr>
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<td>5</td>
<td>328</td>
<td>22790.87</td>
<td>3496.09</td>
<td>0.86700</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>119</td>
<td>36891.66</td>
<td>4439.10</td>
<td>0.89260</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>183</td>
<td>33151.37</td>
<td>4504.76</td>
<td>0.88037</td>
</tr>
<tr>
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<td>5</td>
<td>1726</td>
<td>120932.16</td>
<td>13212.95</td>
<td>0.90150</td>
</tr>
<tr>
<td>11</td>
<td>3,4</td>
<td>19</td>
<td>2280.46</td>
<td>217.39</td>
<td>0.91297</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>155</td>
<td>4577.80</td>
<td>560.35</td>
<td>0.89094</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>60</td>
<td>16858.26</td>
<td>2056.65</td>
<td>0.89127</td>
</tr>
<tr>
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<td>4</td>
<td>135</td>
<td>25186.72</td>
<td>3430.14</td>
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<td>18</td>
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<td>202.14</td>
<td>0.87832</td>
</tr>
<tr>
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<td>3974.81</td>
<td>113.99</td>
<td>0.97212</td>
</tr>
<tr>
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<td>3</td>
<td>17</td>
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<td>0.00</td>
<td>1.00000</td>
</tr>
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<td>4</td>
<td>20</td>
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<td>897.72</td>
<td>0.70833</td>
</tr>
<tr>
<td>14</td>
<td>5</td>
<td>111</td>
<td>9235.19</td>
<td>751.41</td>
<td>0.92476</td>
</tr>
<tr>
<td>15</td>
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<td>125</td>
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<td>917.17</td>
<td>0.90238</td>
</tr>
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<td>3</td>
<td>28</td>
<td>9131.76</td>
<td>2622.43</td>
<td>0.77689</td>
</tr>
<tr>
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<td>4</td>
<td>92</td>
<td>20548.38</td>
<td>2615.83</td>
<td>0.88707</td>
</tr>
<tr>
<td>16</td>
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<td>751</td>
<td>49064.02</td>
<td>6379.59</td>
<td>0.88494</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11192</td>
<td>1062455.26</td>
<td>122302.74</td>
<td>0.89677</td>
</tr>
</tbody>
</table>
7.2 Design Effects

The design effect is defined as the ratio of the variance, corrected for the sampling design, to the variance based on a simple random sample. Most complex multi-stage sampling designs result in a design effect greater than one, that is, the variance of an estimate is actually larger than the variance would be had the data been based on a simple random sample. To estimate the variance using information about the sample design, it is necessary to use statistical procedures such as Taylor Series approximations, Balanced Repeated Replication, or Jacknife Repeated Replication. For B&B:93/94, NORC used the Taylor Series procedure to calculate the standard errors.

The impact of departures from simple random sampling on the precision of sample estimates is often measured by the design effect (designated as DEFF), the ratio of the design-corrected variance to the variance based on SRS assumptions. The square root of the design effect (also called the root design effect, and designated as DEFT) is also useful. The following formulas defined the design effects and root design effect for this section:

\[
\text{DEFF} = \frac{(\text{DESIGN-SE})^2}{(\text{SRS-SE})^2}
\]

\[
\text{DEFT} = \frac{\text{DESIGN-SE}}{(\text{SRS-SE})}
\]

where DESIGN-SE designates the standard error of an estimate calculated by taking into account the complex nature of the survey design, and SRS-SE designates the standard error of the same estimate calculated as if the survey design was a simple random sample.

Standard errors for thirty proportions based on B&B:93/94 data were calculated. Tables 7.7 through 7.15 present estimates of the design effects for these variables for various subgroups of the population. The design effects presented in the first table are based on the entire population; later tables present estimates for subgroups by sex, race, and type of school attended. For each variable and group, the table contains the percent estimate, the design-corrected standard error, the standard error for the same percent estimate based on SRS assumptions, the unweighted on with the estimate is based, the design effect and the root design effect.

Researchers who use the Data Analysis System prepared for use with B&B:93/94 will find that the program automatically produces design-corrected standard errors. Researchers using the restricted use files are cautioned to use a package (such as SUDAAN or OSIRIS) which can produce the design-corrected standard errors, or to adjust the standard errors produced by typical packages by multiplying them by the mean root design effect for that subgroup.
### Table 7.6.--Design effects for all respondents - B&B:93/94

<table>
<thead>
<tr>
<th>Percent estimate</th>
<th>Design SE</th>
<th>SRS SE</th>
<th>N</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received other degree before BA</td>
<td>28.69</td>
<td>0.80</td>
<td>0.45</td>
<td>10,080</td>
<td>1.78</td>
</tr>
<tr>
<td>Took state/prof'l licensing exams</td>
<td>13.03</td>
<td>0.49</td>
<td>0.34</td>
<td>10,027</td>
<td>1.46</td>
</tr>
<tr>
<td>Applied for aid (of those applying for post-BA entrance)</td>
<td>51.33</td>
<td>1.26</td>
<td>0.89</td>
<td>3,150</td>
<td>1.41</td>
</tr>
<tr>
<td>Attended school since graduation</td>
<td>27.31</td>
<td>0.61</td>
<td>0.44</td>
<td>10,070</td>
<td>1.37</td>
</tr>
<tr>
<td>Received aid (of those who attended school since receiving BA)</td>
<td>61.44</td>
<td>1.49</td>
<td>1.21</td>
<td>1,613</td>
<td>1.23</td>
</tr>
<tr>
<td>Had prior related job experience</td>
<td>47.28</td>
<td>0.69</td>
<td>0.50</td>
<td>9,963</td>
<td>1.38</td>
</tr>
<tr>
<td>Employed since BA</td>
<td>94.88</td>
<td>0.29</td>
<td>0.22</td>
<td>9,966</td>
<td>1.31</td>
</tr>
<tr>
<td>Degree is required for job</td>
<td>55.89</td>
<td>0.75</td>
<td>0.54</td>
<td>8,389</td>
<td>1.38</td>
</tr>
<tr>
<td>Received other similar job offers</td>
<td>29.29</td>
<td>0.65</td>
<td>0.50</td>
<td>8,448</td>
<td>1.31</td>
</tr>
<tr>
<td>Degree is related to job</td>
<td>24.95</td>
<td>0.64</td>
<td>0.47</td>
<td>8,453</td>
<td>1.36</td>
</tr>
<tr>
<td>R's job has career potential</td>
<td>27.98</td>
<td>0.68</td>
<td>0.49</td>
<td>8,424</td>
<td>1.39</td>
</tr>
<tr>
<td>R's job offers health insurance</td>
<td>76.34</td>
<td>0.60</td>
<td>0.46</td>
<td>8,420</td>
<td>1.30</td>
</tr>
<tr>
<td>Considered teaching</td>
<td>30.07</td>
<td>0.64</td>
<td>0.46</td>
<td>9,894</td>
<td>1.39</td>
</tr>
<tr>
<td>Received training from employer</td>
<td>34.31</td>
<td>0.70</td>
<td>0.52</td>
<td>8,397</td>
<td>1.35</td>
</tr>
<tr>
<td>Has done volunteer work</td>
<td>35.37</td>
<td>0.67</td>
<td>0.48</td>
<td>9,850</td>
<td>1.39</td>
</tr>
<tr>
<td>Voted in '92 presidential election</td>
<td>77.81</td>
<td>0.67</td>
<td>0.42</td>
<td>10,005</td>
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</tr>
<tr>
<td>Speaks a foreign language</td>
<td>59.70</td>
<td>0.81</td>
<td>0.50</td>
<td>9,817</td>
<td>1.64</td>
</tr>
<tr>
<td>Has children</td>
<td>18.38</td>
<td>0.81</td>
<td>0.39</td>
<td>9,838</td>
<td>2.07</td>
</tr>
<tr>
<td>Is saving money</td>
<td>71.13</td>
<td>0.60</td>
<td>0.46</td>
<td>9,751</td>
<td>1.31</td>
</tr>
<tr>
<td>Has educational loans</td>
<td>38.63</td>
<td>0.78</td>
<td>0.49</td>
<td>9,746</td>
<td>1.58</td>
</tr>
<tr>
<td>Owns home</td>
<td>21.97</td>
<td>0.83</td>
<td>0.42</td>
<td>9,767</td>
<td>1.98</td>
</tr>
<tr>
<td>Owns car</td>
<td>82.26</td>
<td>0.72</td>
<td>0.39</td>
<td>9,762</td>
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</tr>
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<td>Has non-educational debt</td>
<td>47.67</td>
<td>0.71</td>
<td>0.51</td>
<td>9,707</td>
<td>1.40</td>
</tr>
<tr>
<td>Is disabled</td>
<td>3.37</td>
<td>0.23</td>
<td>0.18</td>
<td>9,940</td>
<td>1.27</td>
</tr>
<tr>
<td>Has held multiple jobs</td>
<td>34.22</td>
<td>0.67</td>
<td>0.49</td>
<td>9,416</td>
<td>1.37</td>
</tr>
<tr>
<td>Any unemployment since graduation</td>
<td>28.66</td>
<td>0.60</td>
<td>0.45</td>
<td>10,080</td>
<td>1.33</td>
</tr>
<tr>
<td>Applied to graduate school</td>
<td>28.70</td>
<td>0.67</td>
<td>0.45</td>
<td>10,080</td>
<td>1.49</td>
</tr>
<tr>
<td>Attended a two year school</td>
<td>0.41</td>
<td>0.08</td>
<td>0.07</td>
<td>9,638</td>
<td>1.23</td>
</tr>
<tr>
<td>Has never married</td>
<td>72.40</td>
<td>0.93</td>
<td>0.45</td>
<td>9,923</td>
<td>2.07</td>
</tr>
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</table>

**SUMMARY STATISTICS**

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<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design SE</td>
<td>1.48</td>
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<td>SRS SE</td>
<td>2.26</td>
<td>1.51</td>
<td>4.30</td>
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</table>

**SOURCE:** NCES, Baccalaureate and Beyond:93/94
Table 7.7.--Design effects for female respondents - B&B:93/94

<table>
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<th>VARIABLES</th>
<th>Percent estimate</th>
<th>Design SE</th>
<th>SRS SE</th>
<th>N</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received other degree before BA</td>
<td>29.74</td>
<td>0.96</td>
<td>0.61</td>
<td>5,701</td>
<td>1.59</td>
<td>2.51</td>
</tr>
<tr>
<td>Took state/prof'l licensing exams</td>
<td>14.37</td>
<td>0.69</td>
<td>0.47</td>
<td>5,668</td>
<td>1.48</td>
<td>2.19</td>
</tr>
<tr>
<td>Applied for aid (of those applying for post-BA entrance)</td>
<td>50.91</td>
<td>1.71</td>
<td>1.21</td>
<td>1,704</td>
<td>1.41</td>
<td>1.99</td>
</tr>
<tr>
<td>Attended school since graduation</td>
<td>27.37</td>
<td>0.80</td>
<td>0.59</td>
<td>5,695</td>
<td>1.35</td>
<td>1.83</td>
</tr>
<tr>
<td>Received aid (of those who attended school since receiving BA)</td>
<td>60.05</td>
<td>2.13</td>
<td>1.67</td>
<td>858</td>
<td>1.27</td>
<td>1.62</td>
</tr>
<tr>
<td>Had prior related job experience</td>
<td>49.01</td>
<td>0.89</td>
<td>0.67</td>
<td>5,634</td>
<td>1.34</td>
<td>1.79</td>
</tr>
<tr>
<td>Employed since BA</td>
<td>94.60</td>
<td>0.38</td>
<td>0.30</td>
<td>5,636</td>
<td>1.26</td>
<td>1.59</td>
</tr>
<tr>
<td>Degree is required for job</td>
<td>56.15</td>
<td>0.95</td>
<td>0.72</td>
<td>4,793</td>
<td>1.33</td>
<td>1.76</td>
</tr>
<tr>
<td>Received other similar job offers</td>
<td>29.72</td>
<td>0.84</td>
<td>0.66</td>
<td>4,823</td>
<td>1.28</td>
<td>1.63</td>
</tr>
<tr>
<td>Degree is related to job</td>
<td>57.47</td>
<td>0.96</td>
<td>0.71</td>
<td>4,827</td>
<td>1.35</td>
<td>1.82</td>
</tr>
<tr>
<td>R's job has career potential</td>
<td>37.05</td>
<td>0.92</td>
<td>0.70</td>
<td>4,809</td>
<td>1.32</td>
<td>1.75</td>
</tr>
<tr>
<td>R's job offers health insurance</td>
<td>75.72</td>
<td>0.75</td>
<td>0.62</td>
<td>4,806</td>
<td>1.21</td>
<td>1.47</td>
</tr>
<tr>
<td>Considered teaching</td>
<td>36.52</td>
<td>0.87</td>
<td>0.64</td>
<td>5,589</td>
<td>1.35</td>
<td>1.82</td>
</tr>
<tr>
<td>Received training from employer</td>
<td>34.17</td>
<td>0.84</td>
<td>0.69</td>
<td>4,792</td>
<td>1.23</td>
<td>1.50</td>
</tr>
<tr>
<td>Has done volunteer work</td>
<td>37.44</td>
<td>0.81</td>
<td>0.65</td>
<td>5,560</td>
<td>1.25</td>
<td>1.56</td>
</tr>
<tr>
<td>Voted in '92 presidential election</td>
<td>78.73</td>
<td>0.80</td>
<td>0.54</td>
<td>5,661</td>
<td>1.47</td>
<td>2.16</td>
</tr>
<tr>
<td>Speaks a foreign language</td>
<td>59.85</td>
<td>0.94</td>
<td>0.66</td>
<td>5,543</td>
<td>1.43</td>
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</tr>
<tr>
<td>Has children</td>
<td>21.45</td>
<td>0.95</td>
<td>0.55</td>
<td>5,558</td>
<td>1.73</td>
<td>2.98</td>
</tr>
<tr>
<td>Is saving money</td>
<td>71.34</td>
<td>0.82</td>
<td>0.61</td>
<td>5,508</td>
<td>1.35</td>
<td>1.81</td>
</tr>
<tr>
<td>Has educational loans</td>
<td>38.59</td>
<td>0.95</td>
<td>0.66</td>
<td>5,507</td>
<td>1.45</td>
<td>2.10</td>
</tr>
<tr>
<td>Owns home</td>
<td>25.02</td>
<td>1.01</td>
<td>0.58</td>
<td>5,519</td>
<td>1.73</td>
<td>3.00</td>
</tr>
<tr>
<td>Owns car</td>
<td>81.30</td>
<td>0.86</td>
<td>0.52</td>
<td>5,519</td>
<td>1.64</td>
<td>2.68</td>
</tr>
<tr>
<td>Has non-educational debt</td>
<td>49.77</td>
<td>0.89</td>
<td>0.67</td>
<td>5,487</td>
<td>1.32</td>
<td>1.74</td>
</tr>
<tr>
<td>Has graduate loan(s)</td>
<td>4.30</td>
<td>0.29</td>
<td>0.27</td>
<td>5,695</td>
<td>1.08</td>
<td>1.16</td>
</tr>
<tr>
<td>Is disabled</td>
<td>2.86</td>
<td>0.26</td>
<td>0.22</td>
<td>5,612</td>
<td>1.17</td>
<td>1.37</td>
</tr>
<tr>
<td>Has held multiple jobs</td>
<td>35.38</td>
<td>0.85</td>
<td>0.66</td>
<td>5,323</td>
<td>1.30</td>
<td>1.68</td>
</tr>
<tr>
<td>Any unemployment since graduation</td>
<td>27.80</td>
<td>0.78</td>
<td>0.59</td>
<td>5,701</td>
<td>1.31</td>
<td>1.73</td>
</tr>
<tr>
<td>Applied to graduate school</td>
<td>27.42</td>
<td>0.78</td>
<td>0.59</td>
<td>5,701</td>
<td>1.32</td>
<td>1.74</td>
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<td>Attended a two year school</td>
<td>67.93</td>
<td>1.27</td>
<td>0.63</td>
<td>5,433</td>
<td>2.01</td>
<td>4.02</td>
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<tr>
<td>Has never married</td>
<td>70.08</td>
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<td>0.61</td>
<td>5,602</td>
<td>1.81</td>
<td>3.29</td>
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**SUMMARY STATISTICS**

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<thead>
<tr>
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<th>Maximum</th>
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<tr>
<td>Mean design SE</td>
<td>1.40</td>
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<td>2.01</td>
</tr>
<tr>
<td>Mean SRS SE</td>
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<td>1.16</td>
<td>4.02</td>
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</table>

SOURCE: NCES, Baccalaureate and Beyond:93/94
Table 7.8.--Design effects for male respondents - B&B:93/94

<table>
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<tr>
<th>VARIABLES</th>
<th>Percent estimate</th>
<th>Design SE</th>
<th>SRS SE</th>
<th>N</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received other degree before BA</td>
<td>27.44</td>
<td>1.06</td>
<td>0.67</td>
<td>4,375</td>
<td>1.57</td>
<td>2.47</td>
</tr>
<tr>
<td>Took state/prof'l licensing exams</td>
<td>11.41</td>
<td>0.65</td>
<td>0.48</td>
<td>4,355</td>
<td>1.35</td>
<td>1.82</td>
</tr>
<tr>
<td>Applied for aid (of those applying for post-BA entrance)</td>
<td>51.79</td>
<td>1.87</td>
<td>1.31</td>
<td>1,446</td>
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<tr>
<td>Attended school since graduation</td>
<td>27.25</td>
<td>0.84</td>
<td>0.67</td>
<td>4,371</td>
<td>1.25</td>
<td>1.56</td>
</tr>
<tr>
<td>Received aid (of those who attended school since receiving BA)</td>
<td>62.29</td>
<td>2.20</td>
<td>1.76</td>
<td>755</td>
<td>1.25</td>
<td>1.56</td>
</tr>
<tr>
<td>Had prior related job experience</td>
<td>45.20</td>
<td>1.08</td>
<td>0.76</td>
<td>4,327</td>
<td>1.43</td>
<td>2.04</td>
</tr>
<tr>
<td>Employed since BA</td>
<td>95.22</td>
<td>0.43</td>
<td>0.32</td>
<td>4,330</td>
<td>1.33</td>
<td>1.76</td>
</tr>
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<td>Degree is required for job</td>
<td>55.58</td>
<td>1.13</td>
<td>0.83</td>
<td>3,596</td>
<td>1.36</td>
<td>1.86</td>
</tr>
<tr>
<td>Received other similar job offers</td>
<td>28.77</td>
<td>1.01</td>
<td>0.75</td>
<td>3,625</td>
<td>1.34</td>
<td>1.80</td>
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<td>Degree is related to job</td>
<td>51.40</td>
<td>1.12</td>
<td>0.83</td>
<td>3,626</td>
<td>1.35</td>
<td>1.82</td>
</tr>
<tr>
<td>R's job has career potential</td>
<td>43.78</td>
<td>1.09</td>
<td>0.83</td>
<td>3,615</td>
<td>1.32</td>
<td>1.74</td>
</tr>
<tr>
<td>R's job offers health insurance</td>
<td>77.11</td>
<td>0.89</td>
<td>0.70</td>
<td>3,614</td>
<td>1.27</td>
<td>1.62</td>
</tr>
<tr>
<td>Considered teaching</td>
<td>22.32</td>
<td>0.87</td>
<td>0.63</td>
<td>4,305</td>
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<td>1.88</td>
</tr>
<tr>
<td>Received training from employer</td>
<td>34.49</td>
<td>1.12</td>
<td>0.79</td>
<td>3,605</td>
<td>1.41</td>
<td>2.00</td>
</tr>
<tr>
<td>Has done volunteer work</td>
<td>32.88</td>
<td>1.05</td>
<td>0.72</td>
<td>4,290</td>
<td>1.46</td>
<td>2.14</td>
</tr>
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<td>Voted in '92 presidential election</td>
<td>76.70</td>
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<td>0.64</td>
<td>4,344</td>
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<td>Speaks a foreign language</td>
<td>59.51</td>
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<td>0.75</td>
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</tr>
<tr>
<td>Has children</td>
<td>14.68</td>
<td>0.98</td>
<td>0.54</td>
<td>4,280</td>
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<tr>
<td>Is saving money</td>
<td>70.89</td>
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<td>0.70</td>
<td>4,243</td>
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</tr>
<tr>
<td>Has educational loan(s)</td>
<td>38.69</td>
<td>1.11</td>
<td>0.75</td>
<td>4,239</td>
<td>1.48</td>
<td>2.20</td>
</tr>
<tr>
<td>Owns home</td>
<td>18.31</td>
<td>0.96</td>
<td>0.59</td>
<td>4,248</td>
<td>1.62</td>
<td>2.62</td>
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<tr>
<td>Owns car</td>
<td>83.43</td>
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<td>0.57</td>
<td>4,243</td>
<td>1.51</td>
<td>2.27</td>
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<td>Has non-educational debt</td>
<td>45.14</td>
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<td>0.77</td>
<td>4,220</td>
<td>1.41</td>
<td>1.99</td>
</tr>
<tr>
<td>Has graduate school loan(s)</td>
<td>4.88</td>
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<td>0.33</td>
<td>4,371</td>
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<tr>
<td>Is disabled</td>
<td>96.02</td>
<td>0.39</td>
<td>0.30</td>
<td>4,328</td>
<td>1.31</td>
<td>1.72</td>
</tr>
<tr>
<td>Has held multiple jobs</td>
<td>67.17</td>
<td>1.11</td>
<td>0.73</td>
<td>4,093</td>
<td>1.51</td>
<td>2.29</td>
</tr>
<tr>
<td>Any unemployment since graduation</td>
<td>70.28</td>
<td>0.87</td>
<td>0.69</td>
<td>4,375</td>
<td>1.26</td>
<td>1.59</td>
</tr>
<tr>
<td>Applied to graduate school</td>
<td>69.74</td>
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<td>0.69</td>
<td>4,375</td>
<td>1.43</td>
<td>2.03</td>
</tr>
<tr>
<td>Attended a two year school</td>
<td>70.15</td>
<td>1.44</td>
<td>0.71</td>
<td>4,201</td>
<td>2.04</td>
<td>4.16</td>
</tr>
<tr>
<td>Has never married</td>
<td>75.18</td>
<td>1.09</td>
<td>0.66</td>
<td>4,321</td>
<td>1.66</td>
<td>2.75</td>
</tr>
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SUMMARY STATISTICS

Mean 1.43 2.07
Minimum 1.14 1.29
Maximum 2.04 4.16

SOURCE: NCES, Baccalaureate and Beyond:93/94
### Table 7.9.--Design effects for black respondents - B&B:93/94

<table>
<thead>
<tr>
<th></th>
<th>Percent estimate</th>
<th>Design SE</th>
<th>SRS SE</th>
<th>N</th>
<th>DEFT</th>
<th>DEFF</th>
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<tr>
<td>Received other degree before BA</td>
<td>27.51</td>
<td>2.61</td>
<td>1.82</td>
<td>605</td>
<td>1.44</td>
<td>2.07</td>
</tr>
<tr>
<td>Took state/prof'l licensing exams</td>
<td>6.54</td>
<td>1.05</td>
<td>1.01</td>
<td>601</td>
<td>1.04</td>
<td>1.08</td>
</tr>
<tr>
<td>Applied for aid (of those applying for post-BA entrance)</td>
<td>49.15</td>
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<td>3.20</td>
<td>244</td>
<td>1.21</td>
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</tr>
<tr>
<td>Attended school since graduation</td>
<td>24.27</td>
<td>1.96</td>
<td>1.74</td>
<td>605</td>
<td>1.12</td>
<td>1.26</td>
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<tr>
<td>Received aid (of those who attended school since receiving BA)</td>
<td>72.24</td>
<td>5.03</td>
<td>4.37</td>
<td>105</td>
<td>1.15</td>
<td>1.32</td>
</tr>
<tr>
<td>Had prior related job experience</td>
<td>44.48</td>
<td>2.67</td>
<td>2.04</td>
<td>595</td>
<td>1.31</td>
<td>1.72</td>
</tr>
<tr>
<td>Employed since BA</td>
<td>93.11</td>
<td>1.30</td>
<td>1.04</td>
<td>594</td>
<td>1.25</td>
<td>1.56</td>
</tr>
<tr>
<td>Degree is required for job</td>
<td>49.36</td>
<td>3.31</td>
<td>2.26</td>
<td>488</td>
<td>1.46</td>
<td>2.14</td>
</tr>
<tr>
<td>Received other similar job offers</td>
<td>25.97</td>
<td>2.58</td>
<td>1.98</td>
<td>488</td>
<td>1.30</td>
<td>1.69</td>
</tr>
<tr>
<td>Degree is related to job</td>
<td>48.94</td>
<td>2.85</td>
<td>2.26</td>
<td>488</td>
<td>1.26</td>
<td>1.59</td>
</tr>
<tr>
<td>R's job has career potential</td>
<td>31.28</td>
<td>2.41</td>
<td>2.11</td>
<td>485</td>
<td>1.14</td>
<td>1.31</td>
</tr>
<tr>
<td>R's job offers health insurance</td>
<td>27.51</td>
<td>2.71</td>
<td>1.91</td>
<td>484</td>
<td>1.42</td>
<td>2.00</td>
</tr>
<tr>
<td>Considered teaching</td>
<td>6.54</td>
<td>2.74</td>
<td>2.01</td>
<td>586</td>
<td>1.36</td>
<td>1.86</td>
</tr>
<tr>
<td>Received training from employer</td>
<td>49.15</td>
<td>2.32</td>
<td>2.08</td>
<td>486</td>
<td>1.12</td>
<td>1.25</td>
</tr>
<tr>
<td>Has done volunteer work</td>
<td>24.27</td>
<td>2.70</td>
<td>2.05</td>
<td>586</td>
<td>1.32</td>
<td>1.73</td>
</tr>
<tr>
<td>Voted in '92 presidential election</td>
<td>72.24</td>
<td>2.23</td>
<td>1.73</td>
<td>600</td>
<td>1.29</td>
<td>1.66</td>
</tr>
<tr>
<td>Speaks a foreign language</td>
<td>44.48</td>
<td>2.98</td>
<td>2.02</td>
<td>584</td>
<td>1.48</td>
<td>2.19</td>
</tr>
<tr>
<td>Has children</td>
<td>93.11</td>
<td>2.53</td>
<td>1.88</td>
<td>583</td>
<td>1.34</td>
<td>1.81</td>
</tr>
<tr>
<td>Is saving money</td>
<td>49.36</td>
<td>2.42</td>
<td>1.87</td>
<td>571</td>
<td>1.30</td>
<td>1.68</td>
</tr>
<tr>
<td>Has educational loans</td>
<td>25.97</td>
<td>2.88</td>
<td>2.09</td>
<td>573</td>
<td>1.38</td>
<td>1.91</td>
</tr>
<tr>
<td>Owns home</td>
<td>17.31</td>
<td>2.55</td>
<td>1.57</td>
<td>579</td>
<td>1.62</td>
<td>2.63</td>
</tr>
<tr>
<td>Owns car</td>
<td>67.77</td>
<td>2.35</td>
<td>1.95</td>
<td>577</td>
<td>1.21</td>
<td>1.46</td>
</tr>
<tr>
<td>Has non-educational debt has</td>
<td>60.99</td>
<td>2.51</td>
<td>2.04</td>
<td>573</td>
<td>1.23</td>
<td>1.52</td>
</tr>
<tr>
<td>Has graduate loans</td>
<td>5.55</td>
<td>1.14</td>
<td>0.93</td>
<td>605</td>
<td>1.22</td>
<td>1.50</td>
</tr>
<tr>
<td>Is disabled</td>
<td>2.22</td>
<td>0.74</td>
<td>0.60</td>
<td>595</td>
<td>1.23</td>
<td>1.50</td>
</tr>
<tr>
<td>Has held multiple jobs</td>
<td>36.84</td>
<td>2.63</td>
<td>2.06</td>
<td>550</td>
<td>1.28</td>
<td>1.63</td>
</tr>
<tr>
<td>Any unemployment since graduation</td>
<td>31.77</td>
<td>2.27</td>
<td>1.89</td>
<td>605</td>
<td>1.20</td>
<td>1.44</td>
</tr>
<tr>
<td>Applied to graduate school</td>
<td>36.01</td>
<td>2.40</td>
<td>1.95</td>
<td>605</td>
<td>1.23</td>
<td>1.51</td>
</tr>
<tr>
<td>Attended a two year school</td>
<td>75.61</td>
<td>2.54</td>
<td>1.79</td>
<td>575</td>
<td>1.42</td>
<td>2.01</td>
</tr>
<tr>
<td>Has never married</td>
<td>80.24</td>
<td>2.32</td>
<td>1.63</td>
<td>594</td>
<td>1.42</td>
<td>2.02</td>
</tr>
</tbody>
</table>

**SUMMARY STATISTICS**

- Mean: 1.29, 1.68
- Minimum: 1.04, 1.08
- Maximum: 1.62, 2.63

**SOURCE:** NCES, Baccalaureate and Beyond:93/94
### Table 7.10.--Design effects for Asian respondents - B&B:93/94

<table>
<thead>
<tr>
<th>Percent estimate</th>
<th>Design SE</th>
<th>SRS SE</th>
<th>N</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received other degree before BA</td>
<td>24.04</td>
<td>4.91</td>
<td>2.06</td>
<td>429</td>
<td>2.38</td>
</tr>
<tr>
<td>Took state/prof'l licensing exams</td>
<td>9.82</td>
<td>1.84</td>
<td>1.44</td>
<td>425</td>
<td>1.27</td>
</tr>
<tr>
<td>Applied for aid (of those applying for post-BA entrance)</td>
<td>55.64</td>
<td>7.62</td>
<td>3.78</td>
<td>173</td>
<td>2.02</td>
</tr>
<tr>
<td>Attended school since graduation</td>
<td>29.18</td>
<td>3.08</td>
<td>2.19</td>
<td>429</td>
<td>1.40</td>
</tr>
<tr>
<td>Received aid (of those who attended school since receiving BA)</td>
<td>48.74</td>
<td>6.46</td>
<td>5.39</td>
<td>86</td>
<td>1.20</td>
</tr>
<tr>
<td>Had prior related job experience</td>
<td>42.94</td>
<td>4.17</td>
<td>2.40</td>
<td>427</td>
<td>1.74</td>
</tr>
<tr>
<td>Employed since BA</td>
<td>88.89</td>
<td>2.03</td>
<td>1.52</td>
<td>427</td>
<td>1.33</td>
</tr>
<tr>
<td>Degree is required for job</td>
<td>60.39</td>
<td>4.93</td>
<td>2.76</td>
<td>313</td>
<td>1.78</td>
</tr>
<tr>
<td>Received other similar job offers</td>
<td>26.38</td>
<td>3.25</td>
<td>2.49</td>
<td>314</td>
<td>1.31</td>
</tr>
<tr>
<td>Degree is related to job</td>
<td>48.42</td>
<td>4.90</td>
<td>2.82</td>
<td>314</td>
<td>1.74</td>
</tr>
<tr>
<td>R's job has career potential</td>
<td>28.62</td>
<td>3.70</td>
<td>2.56</td>
<td>312</td>
<td>1.45</td>
</tr>
<tr>
<td>R's job offers health insurance</td>
<td>78.84</td>
<td>3.48</td>
<td>2.31</td>
<td>312</td>
<td>1.50</td>
</tr>
<tr>
<td>Considered teaching</td>
<td>11.75</td>
<td>1.85</td>
<td>1.57</td>
<td>423</td>
<td>1.18</td>
</tr>
<tr>
<td>Received training from employer</td>
<td>35.61</td>
<td>5.67</td>
<td>2.70</td>
<td>314</td>
<td>2.10</td>
</tr>
<tr>
<td>Has done volunteer work</td>
<td>32.53</td>
<td>4.73</td>
<td>2.28</td>
<td>421</td>
<td>2.07</td>
</tr>
<tr>
<td>Voted in '92 presidential election</td>
<td>44.02</td>
<td>4.09</td>
<td>2.41</td>
<td>423</td>
<td>1.69</td>
</tr>
<tr>
<td>Speaks a foreign language</td>
<td>24.54</td>
<td>3.42</td>
<td>2.10</td>
<td>419</td>
<td>1.63</td>
</tr>
<tr>
<td>Has children</td>
<td>8.92</td>
<td>2.00</td>
<td>1.39</td>
<td>421</td>
<td>1.44</td>
</tr>
<tr>
<td>Is saving money</td>
<td>58.59</td>
<td>4.06</td>
<td>2.41</td>
<td>417</td>
<td>1.68</td>
</tr>
<tr>
<td>Has educational loans</td>
<td>30.48</td>
<td>4.84</td>
<td>2.27</td>
<td>413</td>
<td>2.14</td>
</tr>
<tr>
<td>Owns home</td>
<td>13.87</td>
<td>2.51</td>
<td>1.69</td>
<td>416</td>
<td>1.48</td>
</tr>
<tr>
<td>Owns car</td>
<td>62.36</td>
<td>4.10</td>
<td>2.38</td>
<td>416</td>
<td>1.73</td>
</tr>
<tr>
<td>Has non-educational debt</td>
<td>33.49</td>
<td>4.71</td>
<td>2.32</td>
<td>414</td>
<td>2.03</td>
</tr>
<tr>
<td>Has graduate loan(s)</td>
<td>3.76</td>
<td>0.97</td>
<td>0.92</td>
<td>429</td>
<td>1.06</td>
</tr>
<tr>
<td>Is disabled</td>
<td>2.15</td>
<td>0.87</td>
<td>0.71</td>
<td>423</td>
<td>1.23</td>
</tr>
<tr>
<td>Has held multiple jobs</td>
<td>27.91</td>
<td>5.41</td>
<td>2.34</td>
<td>369</td>
<td>2.32</td>
</tr>
<tr>
<td>Any unemployment since graduation</td>
<td>31.01</td>
<td>3.04</td>
<td>2.23</td>
<td>429</td>
<td>1.36</td>
</tr>
<tr>
<td>Applied to graduate school</td>
<td>40.16</td>
<td>4.12</td>
<td>2.37</td>
<td>429</td>
<td>1.74</td>
</tr>
<tr>
<td>Attended a two year school</td>
<td>77.76</td>
<td>3.24</td>
<td>2.08</td>
<td>400</td>
<td>1.56</td>
</tr>
<tr>
<td>Has never married</td>
<td>86.29</td>
<td>2.19</td>
<td>1.67</td>
<td>424</td>
<td>1.31</td>
</tr>
</tbody>
</table>

**SUMMARY STATISTICS**

Mean | 1.63 | 2.78
Minimum | 1.06 | 1.12
Maximum | 2.38 | 5.66

**SOURCE:** NCES, Baccalaureate and Beyond:93/94
Table 7.11.--Design effects for Hispanic respondents - B&B:93/94

<table>
<thead>
<tr>
<th>Percent estimate</th>
<th>Design SE</th>
<th>SRS SE</th>
<th>N</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received other degree before BA</td>
<td>30.71</td>
<td>2.52</td>
<td>2.02</td>
<td>524</td>
<td>1.25</td>
</tr>
<tr>
<td>Took state/prof'l licensing exams</td>
<td>13.59</td>
<td>2.39</td>
<td>1.50</td>
<td>524</td>
<td>1.60</td>
</tr>
<tr>
<td>Applied for aid (of those applying for post-BA entrance)</td>
<td>49.36</td>
<td>4.97</td>
<td>3.80</td>
<td>173</td>
<td>1.31</td>
</tr>
<tr>
<td>Attended school since graduation</td>
<td>29.42</td>
<td>2.64</td>
<td>1.99</td>
<td>524</td>
<td>1.33</td>
</tr>
<tr>
<td>Received aid (of those who attended school since receiving BA)</td>
<td>63.17</td>
<td>7.44</td>
<td>5.23</td>
<td>85</td>
<td>1.42</td>
</tr>
<tr>
<td>Had prior related job experience</td>
<td>42.07</td>
<td>2.92</td>
<td>2.17</td>
<td>517</td>
<td>1.34</td>
</tr>
<tr>
<td>Employed since BA</td>
<td>92.66</td>
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<td>1.15</td>
<td>518</td>
<td>1.16</td>
</tr>
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<td>58.25</td>
<td>3.44</td>
<td>2.42</td>
<td>416</td>
<td>1.42</td>
</tr>
<tr>
<td>Received other similar job offers</td>
<td>26.39</td>
<td>2.37</td>
<td>2.15</td>
<td>421</td>
<td>1.10</td>
</tr>
<tr>
<td>Degree is related to job</td>
<td>55.22</td>
<td>3.08</td>
<td>2.43</td>
<td>420</td>
<td>1.27</td>
</tr>
<tr>
<td>R's job has career potential</td>
<td>39.49</td>
<td>3.46</td>
<td>2.39</td>
<td>417</td>
<td>1.45</td>
</tr>
<tr>
<td>R's job offers health insurance</td>
<td>75.90</td>
<td>2.66</td>
<td>2.09</td>
<td>417</td>
<td>1.27</td>
</tr>
<tr>
<td>Considered teaching</td>
<td>32.43</td>
<td>2.86</td>
<td>2.07</td>
<td>511</td>
<td>1.38</td>
</tr>
<tr>
<td>Received training from employer</td>
<td>34.46</td>
<td>2.96</td>
<td>2.32</td>
<td>418</td>
<td>1.27</td>
</tr>
<tr>
<td>Has done volunteer work</td>
<td>30.15</td>
<td>2.65</td>
<td>2.04</td>
<td>508</td>
<td>1.30</td>
</tr>
<tr>
<td>Voted in '92 presidential election</td>
<td>62.13</td>
<td>3.04</td>
<td>2.13</td>
<td>521</td>
<td>1.43</td>
</tr>
<tr>
<td>Speaks a foreign language</td>
<td>15.84</td>
<td>2.35</td>
<td>1.62</td>
<td>506</td>
<td>1.45</td>
</tr>
<tr>
<td>Has children</td>
<td>24.97</td>
<td>2.92</td>
<td>1.92</td>
<td>508</td>
<td>1.52</td>
</tr>
<tr>
<td>Is saving money</td>
<td>69.31</td>
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<td>2.05</td>
<td>505</td>
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</tr>
<tr>
<td>Has educational loans</td>
<td>48.79</td>
<td>3.37</td>
<td>2.23</td>
<td>502</td>
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</tr>
<tr>
<td>Owns home</td>
<td>23.96</td>
<td>3.01</td>
<td>1.90</td>
<td>507</td>
<td>1.59</td>
</tr>
<tr>
<td>Owns car</td>
<td>81.15</td>
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<td>1.74</td>
<td>505</td>
<td>1.30</td>
</tr>
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<td>Has non-educational debt</td>
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<td>3.14</td>
<td>2.23</td>
<td>501</td>
<td>1.41</td>
</tr>
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<td>Has graduate loan(s)</td>
<td>3.77</td>
<td>0.96</td>
<td>0.83</td>
<td>524</td>
<td>1.15</td>
</tr>
<tr>
<td>Is disabled</td>
<td>3.58</td>
<td>1.06</td>
<td>0.82</td>
<td>516</td>
<td>1.30</td>
</tr>
<tr>
<td>Has held multiple jobs</td>
<td>31.59</td>
<td>3.03</td>
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<td>475</td>
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</tr>
<tr>
<td>Any unemployment since graduation</td>
<td>30.29</td>
<td>2.70</td>
<td>2.01</td>
<td>524</td>
<td>1.35</td>
</tr>
<tr>
<td>Applied to graduate school</td>
<td>29.46</td>
<td>2.57</td>
<td>1.99</td>
<td>524</td>
<td>1.29</td>
</tr>
<tr>
<td>Attended a two year school</td>
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<td>2.15</td>
<td>484</td>
<td>1.46</td>
</tr>
<tr>
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<td>69.64</td>
<td>2.60</td>
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<td>516</td>
<td>1.28</td>
</tr>
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</table>

**SUMMARY STATISTICS**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Mean</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
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</tr>
<tr>
<td>DEFF</td>
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<td>1.22</td>
<td>2.55</td>
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</tbody>
</table>

**SOURCE:** NCES, Baccalaureate and Beyond:93/94
Table 7.12.--Design effects for white respondents - B&B:93/94

<table>
<thead>
<tr>
<th>Percent estimate</th>
<th>Design SE</th>
<th>SRS SE</th>
<th>N</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received other degree before BA</td>
<td>28.94</td>
<td>0.82</td>
<td>0.50</td>
<td>8,375</td>
<td>1.65</td>
</tr>
<tr>
<td>Took state/prof'l licensing exams</td>
<td>13.73</td>
<td>0.55</td>
<td>0.38</td>
<td>8,330</td>
<td>1.46</td>
</tr>
<tr>
<td>Applied for aid (of those applying for post-BA entrance)</td>
<td>51.37</td>
<td>1.33</td>
<td>1.00</td>
<td>2,511</td>
<td>1.33</td>
</tr>
<tr>
<td>Attended school since graduation</td>
<td>27.29</td>
<td>0.66</td>
<td>0.49</td>
<td>8,365</td>
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</tr>
<tr>
<td>Received aid (of those who attended school since receiving BA)</td>
<td>61.41</td>
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<td>1.34</td>
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<tr>
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<td>47.96</td>
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<td>8,287</td>
<td>1.38</td>
</tr>
<tr>
<td>Employed since BA</td>
<td>95.54</td>
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<td>0.23</td>
<td>8,295</td>
<td>1.32</td>
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<tr>
<td>Degree is required for job</td>
<td>55.98</td>
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<td>0.59</td>
<td>7,071</td>
<td>1.27</td>
</tr>
<tr>
<td>Received other similar job offers</td>
<td>29.76</td>
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<td>0.54</td>
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<td>55.39</td>
<td>0.77</td>
<td>0.59</td>
<td>7,129</td>
<td>1.31</td>
</tr>
<tr>
<td>R's job has career potential</td>
<td>41.29</td>
<td>0.76</td>
<td>0.58</td>
<td>7,108</td>
<td>1.30</td>
</tr>
<tr>
<td>R's job offers health insurance</td>
<td>76.17</td>
<td>0.63</td>
<td>0.51</td>
<td>7,105</td>
<td>1.25</td>
</tr>
<tr>
<td>Considered teaching</td>
<td>30.33</td>
<td>0.68</td>
<td>0.51</td>
<td>8,245</td>
<td>1.34</td>
</tr>
<tr>
<td>Received training from employer</td>
<td>34.38</td>
<td>0.69</td>
<td>0.56</td>
<td>7,079</td>
<td>1.22</td>
</tr>
<tr>
<td>Has done volunteer work</td>
<td>35.09</td>
<td>0.70</td>
<td>0.53</td>
<td>8,210</td>
<td>1.33</td>
</tr>
<tr>
<td>Voted in '92 presidential election</td>
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<td>0.65</td>
<td>0.43</td>
<td>8,335</td>
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<td>Speaks a foreign language</td>
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<td>1.46</td>
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<td>17.56</td>
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<td>1.95</td>
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<td>71.87</td>
<td>0.63</td>
<td>0.50</td>
<td>8,141</td>
<td>1.26</td>
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<td>0.83</td>
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<td>1.55</td>
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<tr>
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<td>0.40</td>
<td>8,145</td>
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<tr>
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<td>47.28</td>
<td>0.75</td>
<td>0.55</td>
<td>8,102</td>
<td>1.35</td>
</tr>
<tr>
<td>Has graduate loan(s)</td>
<td>4.58</td>
<td>0.27</td>
<td>0.23</td>
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<td>1.18</td>
</tr>
<tr>
<td>Is disabled</td>
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<td>0.25</td>
<td>0.20</td>
<td>8,279</td>
<td>1.25</td>
</tr>
<tr>
<td>Has held multiple jobs</td>
<td>34.64</td>
<td>0.67</td>
<td>0.54</td>
<td>7,901</td>
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<tr>
<td>Any unemployment since graduation</td>
<td>28.26</td>
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<td>0.49</td>
<td>8,375</td>
<td>1.36</td>
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<tr>
<td>Applied to graduate school</td>
<td>27.39</td>
<td>0.68</td>
<td>0.49</td>
<td>8,375</td>
<td>1.40</td>
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<tr>
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<tr>
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<td>0.50</td>
<td>8,262</td>
<td>1.97</td>
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SUMMARY STATISTICS

| Mean | 1.46 | 2.20 |
| Minimum | 1.18 | 1.40 |
| Maximum | 2.45 | 5.99 |

SOURCE: NCES, Baccalaureate and Beyond:93/94
### Table 7.13.--Design effects for respondents at 4-year public institutions - B&B:93/94

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<th>DEFT</th>
<th>DEFF</th>
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<td>0.93</td>
<td>0.56</td>
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<td>0.43</td>
<td>6,530</td>
<td>1.41</td>
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<td>49.24</td>
<td>1.49</td>
<td>1.13</td>
<td>1,945</td>
<td>1.31</td>
</tr>
<tr>
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<td>27.99</td>
<td>0.75</td>
<td>0.55</td>
<td>6,559</td>
<td>1.35</td>
</tr>
<tr>
<td>Received aid (of those who attended school since receiving BA)</td>
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<td>1.54</td>
<td>1,008</td>
<td>1.16</td>
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<td>0.62</td>
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<td>1.30</td>
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<tr>
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<td>0.67</td>
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<td>1.32</td>
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<td>1.28</td>
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<td>0.74</td>
<td>0.57</td>
<td>5,539</td>
<td>1.30</td>
</tr>
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<td>Considered teaching</td>
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<td>0.57</td>
<td>6,458</td>
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<td>0.64</td>
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<tr>
<td>Has done volunteer work</td>
<td>33.45</td>
<td>0.76</td>
<td>0.59</td>
<td>6,434</td>
<td>1.29</td>
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<tr>
<td>Voted in '92 presidential election</td>
<td>77.82</td>
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<td>0.51</td>
<td>6,516</td>
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</tr>
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<td>0.45</td>
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</tr>
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<td>6,346</td>
<td>1.27</td>
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<td>Has graduate loan(s)</td>
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<td>1.22</td>
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<td>0.23</td>
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<td>0.61</td>
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<td>Any unemployment since graduation</td>
<td>29.40</td>
<td>0.73</td>
<td>0.56</td>
<td>6,563</td>
<td>1.30</td>
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<tr>
<td>Applied to graduate school</td>
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<td>0.55</td>
<td>6,563</td>
<td>1.39</td>
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**SUMMARY STATISTICS**

- Mean: 1.43, 2.14
- Minimum: 1.16, 1.34
- Maximum: 2.64, 6.97

**SOURCE:** NCES, Baccalaureate and Beyond:93/94
Table 7.14.--Design effects for respondents at 4-year private institutions - B&B:93/94

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<th>DEFT</th>
<th>DEFF</th>
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<td>Received other degree before BA</td>
<td>27.21</td>
<td>1.43</td>
<td>0.76</td>
<td>3,421</td>
<td>1.88</td>
</tr>
<tr>
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<td>11.02</td>
<td>0.76</td>
<td>0.54</td>
<td>3,401</td>
<td>1.42</td>
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<td>600</td>
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<td>0.94</td>
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<td>2,806</td>
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<td>2,794</td>
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<tr>
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<td>0.74</td>
<td>0.58</td>
<td>5,539</td>
<td>1.27</td>
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<td>30.20</td>
<td>0.75</td>
<td>0.79</td>
<td>3,343</td>
<td>0.94</td>
</tr>
<tr>
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<td>34.48</td>
<td>1.23</td>
<td>0.90</td>
<td>2,777</td>
<td>1.36</td>
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<td>0.84</td>
<td>3,322</td>
<td>1.37</td>
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<td>0.77</td>
<td>0.70</td>
<td>3,393</td>
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<td>2.35</td>
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<tr>
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<td>1.60</td>
<td>0.73</td>
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<td>1.33</td>
<td>0.87</td>
<td>3,270</td>
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<td>0.40</td>
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<td>1.06</td>
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<td>0.30</td>
<td>3,368</td>
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<td>0.83</td>
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<td>0.78</td>
<td>3,421</td>
<td>0.94</td>
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<td>0.79</td>
<td>3,421</td>
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SUMMARY STATISTICS

Mean 1.52 2.60
Minimum 0.94 0.88
Maximum 3.58 6.68

SOURCE: NCES, Baccalaureate and Beyond:93/94
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**P_SCORE_NURSE**

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**P_ACT_FLAG**

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<td>G005, G105</td>
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P_ORTHMOBI AQ PRELOAD
Number: 90 G16C

ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_VISION AQ PRELOAD
Number: 91 G16E

ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_DISABS AQ PRELOAD
Number: 92 G16D, G16F

ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_H004_FATHER_EDULEVEL AQ PRELOAD
Number: 93 H004

ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_H04B_MOTHER_EDULEVEL AQ PRELOAD
Number: 94 H04B

ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_PARENT_FIRST_NAME AQ PRELOAD
Number: 95 K006, KY06

ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_PARENT_MIDDLE_NAME AQ PRELOAD
Number: 96 K007, KY07

ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_PARENT_LAST_NAME AQ PRELOAD
Number: 97 K008, KY08

ITERS:
RANGE:
QXQ:
INSTRUCTIONS:
P_STATE_CURRENT       AQ    PRELOAD                                                                             SAMPLE:
Number: 106                     JG43, JO46
ITERS:                          RANGE: 
QXQ:                                                                                  INSTRUCTIONS: 

P_ZIP_CURRENT              AQ    PRELOAD                                                                             SAMPLE:
Number: 107                     JG43, JO48
ITERS:                          RANGE: 
QXQ:                                                                                  INSTRUCTIONS: 

P_FNAME_PARENT2            AQ    PRELOAD                                                                             SAMPLE:
Number: 108                     KY06
ITERS:                          RANGE: 
QXQ:                                                                                  INSTRUCTIONS: 

P_MNAME_PARENT2            AQ    PRELOAD                                                                             SAMPLE:
Number: 109                     KY07
ITERS:                          RANGE: 
QXQ:                                                                                  INSTRUCTIONS: 

P_LNAME_PARENT2            AQ    PRELOAD                                                                             SAMPLE:
Number: 110                     KY08
ITERS:                          RANGE: 
QXQ:                                                                                  INSTRUCTIONS: 

P_ADDRESS_PARENT1   AQ Number:   PRELOAD                                                                             SAMPLE:
111                             KZ210
ITERS:                          RANGE: 
QXQ:                                                                                  INSTRUCTIONS: 

P_ADDRESS_PARENT1   AQ Number:   PRELOAD                                                                             SAMPLE:
112                             KZ210
ITERS:                          RANGE: 
QXQ:                                                                                  INSTRUCTIONS: 

P_CITY_PARENT1            AQ    PRELOAD                                                                             SAMPLE:
Number: 113                     K011, KY11
ITERS:                          RANGE: 
QXQ:                                                                                  INSTRUCTIONS:
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P_STATE_PARENT2 AQ Number: PRELOAD
122
KY12
SAMPLE:
SKIP:
ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_ZIP_PARENT2 AQ Number: PRELOAD
123
KY13
SAMPLE:
SKIP:
ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_ARECODE_PARENT2 AQ Number: PRELOAD
124
KY14
SAMPLE:
SKIP:
ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_PHONE1_PARENT2 AQ Number: PRELOAD
125
KY15
SAMPLE:
SKIP:
ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_PHONE2_PARENT2 AQ Number: NORC CREATED
126
SAMPLE:
SKIP:
ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_STATE_DRIVER_LICENSE AQ PRELOAD
Number: 127
JO36
SAMPLE:
SKIP:
ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_DRIVER_LICENSE AQ PRELOAD
Number: 128
JO37
SAMPLE:
SKIP:
ITERS:
RANGE:
QXQ:
INSTRUCTIONS:

P_RESP_PHONENUMBER AQ PRELOAD
Number: 129
ABT CADE
SAMPLE:
SKIP:
ITERS:
RANGE:
QXQ:
INSTRUCTIONS:
P_JOBSTRAT_EX14  AQ  PRELOAD  
Number: 130  
EX14, EJ14a-n  

ITERS:  
RANGE:  
QXQ:  
INSTRUCTIONS:  

P_UNDERGRAD_TOTAL_DEBT  AQ  PRELOAD  
Number: 131  
C111  

ITERS:  
RANGE:  
QXQ:  
INSTRUCTIONS:  

P_SSN_1  AQ  Number: 132  
132  
K002, K003  

ITERS:  
RANGE:  
QXQ:  
INSTRUCTIONS:  

P_SSN_2  AQ  Number: 133  
133  
K002, K003  

ITERS:  
RANGE:  
QXQ:  
INSTRUCTIONS:  

P_SSN_3  AQ  Number: 134  
134  
K002, K003  

ITERS:  
RANGE:  
QXQ:  
INSTRUCTIONS:  

P_LEARN_DISAB  AQ  Number: 135  
135  
G16d  

ITERS:  
RANGE:  
QXQ:  
INSTRUCTIONS:  

P_PRESIDENT_ELECTION  AQ  PRELOAD  
Number: 136  
G025  

ITERS:  
RANGE:  
QXQ:  
INSTRUCTIONS:  

P_CASE_ID  AQ  PRELOAD  
Number: 137  
ZRID, CSID  

ITERS:  
RANGE:  
QXQ:  
INSTRUCTIONS:  

17
DATE_RECVD_BA

Our records show that you received your bachelors degree from "SAMPLE SCHOOL" on...

When did you receive your bachelors degree from "sample school"?

(INTERVIEWER: ENTER 88/88 if R HAS NOT GRADUATED FROM LISTED SCHOOL)

DATE_BEGAN_COLL

After high school, when did you first enroll in a course offered by a college or other postsecondary institution?

(INTERVIEWER: ENTER 88/88 if R HAS NOT GRADUATED FROM LISTED SCHOOL)
UNDERGRAD_MAJOR
AQ number: 150
What was your major at "SAMPLE SCHOOL"?

INTERVIEWER: PRESS ENTER AND RECORD VERBATIM. DO NOT USE ABBREVIATIONS.

SAMPLE: ASK IF MISSING FROM NPSAS

SKIP: IF UNDERGRAD_MAJOR = (dk, ref) THEN GOTO GPA_SCALE

ITERS:
QRQ: Major: Principal field of academic study chosen by student in a college (for example, biology, physics, sociology, English literature.)

If R has a double major, enter the first major mentioned her. Do not put both majors in the verbatim and code only one. Once the first major is coded, the program will allow you to then enter the second major and code it. Both majors of a double major must be coded.

UNDERGRAD_MAJORC
AQ number: 151
(INTERVIEWER: SELECT APPROPRIATE CODE FROM ONLINE CODING PROGRAM)

SAMPLE:

SKIP:

ITERS:
QRQ: No Q X Q needed.

INSTRUCTIONS:

GPA_SCALE AQ NUMBER: 153
What type of grading scale was used at "SAMPLE SCHOOL"? Was it a 4, 5, 10, or 100 point scale? (What was the highest G.P.A. at your school?)

1 4 POINT SCALE
2 5 POINT SCALE
3 10 POINT SCALE
4 100 POINT SCALE
5 OTHER TYPE OF SCALE

ITERS:
QRQ: This question refers to the grade scale used to determine the grade point average (GPA). GPA is the average grade earned by a student determined by dividing the total grade points earned by the number of course credits attempted.

GPA_MAJOR AQ number: 154
What was your grade point average (GPA) in your major at "SAMPLE SCHOOL"?

(interviewer: Code actual number with decimal point. If R says school had no grades or all courses were pass/fail, then code 888.8.)

SAMPLE: ASK IF MISSING FROM NPSAS

Skip: If GPA_SCALE = 5 THEN GOTO GPA_MAJOR2

IF GPA_MAJOR = 888.8 THEN GOTO UNDERGRAD_GPA

ITERS:
QRQ: Grade Point Average (GPA): The average grade earned by a student determined by dividing the total grade points earned by the number of course credits attempted.

Major: Principal field of academic study chosen by a student in a college (for example, biology, physics, sociology, English literature).

GPA_MAJOR2 AQ number: 155
Were your grades in your major at "SAMPLE SCHOOL":

1 Mostly "A's"
2 A's and B's
3 Mostly B's
4 B's and C's
5 Mostly C's
6 C's and D's
7 Or mostly D's?

ITERS:
QRQ: Major: Principal field of academic study chosen by a student in a college (for example, biology, physics, sociology, English literature).
UNDERGRAD_GPA
What was your cumulative grade point average (GPA) at "SAMPLE SCHOOL"?  
(SAMPLE: ASK IF MISSING FROM NPSAS)

AQ number: 156
(Interviewer: Code actual number with decimal point. If R says school had no grades or all courses were pass/fail, then code 888.8.)

ITEMS:
RANGE: 0.0/99.99, 888.8
QXQ: Cumulative GPA: The cumulative average grade earned by a student determined by dividing the cumulative grade points earned from all courses taken at a given school, by the number of course credits attempted at that school during R's college career.

ITEMS:
RANGE: 0.0/99.99, 888.8
QXQ: No Q x Q needed.

UNDERGRAD_GPA2
Considering all the courses you took at "SAMPLE SCHOOL", would you say your grades were:

AQ number: 157

1 Mostly "A's"
2 A's and B's
3 Mostly B's
4 B's and C's
5 Mostly C's
6 C's and D's
7 Or mostly D's?

ITEMS:
RANGE:
QXQ: Degree: academic title given by a university to a student who has completed a course of study (example: Bachelors of Fine Arts, Masters of Business Administration, Doctor of Dental Surgery.)
License: official or legal permission to do something specific (example: hairdressing, practical nursing, flying).
Certificate: document certifying that a person may officially practice in certain professions (example: a certified public accountant (CPA)).

ANY_OTHER_DEGREES
Before receiving your Bachelors degree did you earn any degrees, licenses or certificates other than your high school diploma?  
(SAMPLE: ASK IF MISSING FROM NPSAS)

AQ number: 158

1 YES
2 NO

ITEMS: 1
RANGE:
QXQ: Degree: academic title given by a university to a student who has completed a course of study (example: Bachelors of Fine Arts, Masters of Business Administration, Doctor of Dental Surgery.)
License: official or legal permission to do something specific (example: hairdressing, practical nursing, flying).
Certificate: document certifying that a person may officially practice in certain professions (example: a certified public accountant (CPA)).

ANY_DEGREES_N
How many degrees, licenses, or certificates have you earned?  
(SAMPLE: ASK IF MISSING FROM NPSAS)

AQ number: 159

ITEMS: 1
RANGE: 1/19
QXQ: Degree: an academic title given by a college or university to a student who has completed a course of study (example: Bachelors of Fine Arts, Masters of Business Administration, Doctor of Dental Surgery.)
License: an official or legal permission to do something specific (example: hairdressing, practical nursing, flying).
Certificate: a document certifying that a person may officially practice in certain professions (example: a certified public accountant (CPA)).
OTHER_DEGREE(N)                              (Now I am going to ask you about the 4 most recent degrees and licenses you have earned) What kind of degree, license or certificate was the first/next one? (Please start with the most recent).

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCAULAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (Ph.D., Ed.D., D.P.M., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.O., O.D.)
7 OTHER CERTIFICATE/LICENSE

ITERS: 4
RANGE:
QXQ: Code highest degree if more than one degree exists

Associate's degree: degree signifying the completion of a 2 year program offered by college.

License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)

Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
Doctor of Education (Ed.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (D.Pham)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

YR_OTHER_DEGREE_(N)                              (INTERVIEWER: FOR EACH DEGREE) What year did you get that "OTHER_DEGREE(N)"?
AQ number: 162

SKIP:
ITERS: 4
RANGE: 10/94
QXQ: No Q X Q needed.

INSTRUCTIONS: loop / "insert" = name of degree from "OTHER_DEGREE(N)"

ANY_OTHER_SCHOOL1                             Our records indicate that you also attended "P_OTHER_SCHOOL_NAMES" as an undergraduate as well as "SAMPLESCHOOL". Is this correct?
AQ number: 174

SAMPLE: ASK IF MISSING OR MORE THAN 1 SCHOOL ATTENDED

1 YES
2 NO

SKIP: IF 1 AND SCHOOLS ARE LISTED GOTO OTHERSCHOOL_DEGREE(N)
IF 2 GOTO ANY_OTHER_SCHOOL

ITERS: 8
RANGE:
QXQ: If R registered for a course, attended some of the classes but did not complete the course, R attended that school. If R registered for a course but withdrew before classes began, R did not attend school.
OTHERSCHOOL_DEGREE(N)                        What type of degree program were you enrolled in at "P_OTHER_SCHOOL_NAMES"?
AQ number: 175                                  CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (Ph.D., Ed.D. D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE
8 NON-DEGREE PROGRAM

ITERS: 8
RANGE:

QXQ: Associate's degree: degree signifying the completion of 2 year program offered by college.

License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)

Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

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Doctor of Education (Ed.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (Pharm)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigeration repair, et cetera.

========================================================================================================================================================================

ANY_OTHER_SCHOOL2    Did you attend any other undergraduate schools prior to earning your bachelor's degree at "SAMPLESCHOOL" or any other school you have mentioned?
AQ number: 177

1 YES
2 NO

ITERS: 5
RANGE:

QXQ: If R registered for a course, attended some of the classes but did not complete the course, R attended that school. If R registered for a course but withdrew before classes began, R did not attend school.

Classes taken during summer session at a non-sample school should be included.

========================================================================================================================================================================

OTHER_SCHOOL_N AQ NUMBER: 178  How many other undergraduate schools did you attend?

ITERS: 5
RANGE: 1/10

QXQ: If R registered for a course, attended some of the classes but did not complete the course, R attended that school. If R registered for a course but withdrew before classes began, R did not attend school.
OTHschool(Name)  In what state is the first school located? In what city is this school located?  SAMPLE: PREAMBLE SCREEN FOR THE CODING PROGRAM

AQ number: 180

And what was the name of that school?

INTERVIEWER: GO TO THE NEXT SCREEN AND CONFIRM NAME WITH RESPONDENT

SKIP:

ITERS: 5

RANGE: None

QXQ: No Q x Q needed.

INSTRUCTIONS: insert other IPEDS variables from online coding program

========================================================================================================================================================================

TypeInst_Othschool(N)  What type of institution is "OTHschool"?  Is it...

SAMPLE: USE ONLY IF CODING PROGRAM FAILS OR RETURNS A MISSING

AQ number: 188

1 Public, 4-year or above
2 Private nonprofit, 4-year or above
3 Private for-profit, 4-year or above
4 Public, 2-year
5 Private nonprofit, 2-year
6 Private for-profit, 2-year
7 Public, less than 2-year
8 Private nonprofit, Less than 2-year
9 Private for-profit, Less than 2-year

ITERS: 5

RANGE: None

QXQ: No Q x Q needed.

INSTRUCTIONS: insert other IPEDS variables from online coding program

========================================================================================================================================================================

Othschool_Began(1)  When did you first begin attending "OTHschool(N)"?

AQ number: 189

SAMPLE:

INTERVIEWER: CODE 96/96 IF STILL ATTENDING

ITERS: 5

RANGE: 1/12, 10/94

QXQ: Enter date R first started taking classes at that school after completing high school.

INSTRUCTIONS:

========================================================================================================================================================================

Othschool_End(N)  When did you last attend "othschool(n)"?

AQ number: 191

SAMPLE:

CODE 96/96 IF STILL ATTENDING

SKIP:

ITERS: 5

RANGE: 1/12, 10/94, 96

QXQ: Enter either the date of the last class or the last exam, whichever is later. Ignore any gaps in attendance at this school.

INSTRUCTIONS:

========================================================================================================================================================================

Othschool_Degree(N)  What type of degree program were you enrolled in at "OTHschool(N)"?

AQ number: 193

SAMPLE:

CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE
8 NON-DEGREE PROGRAM

SKIP:

ITERS: 5

RANGE: None

QXQ: Associate's degree: degree signifying the completion of 2 year program offered by college.

License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)

Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

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========================================================================================================================================================================
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Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (PharmD)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

GRECONFIRM AQ number 195 Have you ever taken the regular Graduate Record Exam (GRE)?

1 YES
2 NO

ITERS: RANGE:
QXQ: The advanced GREs are tests of particular subjects (such as history, English literature, and geology) while the regular GRE is a general exam testing verbal, analytical, and quantitative knowledge.

GRESCORE AQ Number 196 When did you last take the test?...What was your score on the quantitative section?...on the verbal section?...on the analytical section?

SECTION DATE SCORE
QUANTITATIVE / (0/800)
VERBAL (0/800)
ANALYTICAL (0/800)
OR TOTAL SCORE (0/2400)

ITERS: RANGE: 0/800, 2400, 1/12, 70/94
QXQ: If R reports a total score instead of section scores, record that score on the last line and enter DK for the section scores.

ANY_EXAMS_TAKEN AQ Number: 198 Have you taken any other graduate admissions or national professional licensing exams?

1 YES
2 NO

ITERS: RANGE:
QXQ: Examples of other graduate admissions exams and national professional licensing exams are:
Advanced of SUBJECT AREA GRE
Miller Analogies Test (MAT)
Dental Aptitude Test (DAT)
Graduate Management Admissions Test (GMAT)
Law School Admissions Test (LSAT)
Medical College Admissions Test (MCAT)
Veterinary Medicine Aptitude Test (VMAT)
National League of Nursing Graduate Nursing Exam
National Teachers Exam (NTE)
ANY_EXAMS_LIST

Please give me the most recent test date and score of any other national graduate entrance or professional licensing exams you have taken. DO NOT READ THE LIST OF EXAMS UNLESS PRELOADED AND THEN CONFIRM WITH R.

(IF THE TEST IS PASS/FAIL, ENTER 9998 FOR FAIL AND 9999 FOR PASS)

SAMPLE:

<table>
<thead>
<tr>
<th>TEST</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED OR SUBJECT AREA GRE</td>
<td>/</td>
<td>(0/800)</td>
</tr>
<tr>
<td>MILLER ANALOGIES TEST (MAT)</td>
<td>/</td>
<td>(1/100)</td>
</tr>
<tr>
<td>DENTAL APTITUDE TEST (DAT)</td>
<td>/</td>
<td>(1/30)</td>
</tr>
<tr>
<td>GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT)</td>
<td>/</td>
<td>(200/800)</td>
</tr>
<tr>
<td>LAW SCHOOL ADMISSION TEST (LSAT)</td>
<td>/</td>
<td>(120/180)</td>
</tr>
<tr>
<td>MEDICAL COLLEGE ADMISSION TEST (MCAT)</td>
<td>/</td>
<td>(3/45)</td>
</tr>
<tr>
<td>VETERINARY MEDICINE APTITUDE TEST (VMAT)</td>
<td>/</td>
<td>(0/9990)</td>
</tr>
<tr>
<td>NATIONAL LEAGUE OF NURSING GRADUATE NURSING EXAM</td>
<td>/</td>
<td>(0/9900)</td>
</tr>
<tr>
<td>NATIONAL TEACHERS EXAM (NTE)</td>
<td>/</td>
<td>(600/695)</td>
</tr>
</tbody>
</table>

PROSTATE AQ Number: 200

Have you taken any state professional licensing exams?

1 YES
2 NO

SAMPLE:

SKIP: IF PROSTATE = 2 THEN GOTO OTHER_EXAM

ITEMS:

RANGE: 0/9900, 9998/9999, 1/12, 70/94

QXQ: Examples of state professional licensing exams:

- State Teachers Exam
- State or local accounting exam
- State or local real estate exam
- State Bar exam
- State Professional Engineering exam

SAMPLE:

<table>
<thead>
<tr>
<th>TEST</th>
<th>STATE</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE TEACHERS EXAM</td>
<td></td>
<td>/</td>
<td>(0/9900)</td>
</tr>
<tr>
<td>STATE TEACHERS EXAM</td>
<td></td>
<td>/</td>
<td>(0/9900)</td>
</tr>
<tr>
<td>STATE OR LOCAL ACCOUNTING EXAM</td>
<td></td>
<td>/</td>
<td>(0/9900)</td>
</tr>
<tr>
<td>STATE OR LOCAL REAL ESTATE EXAM</td>
<td></td>
<td>/</td>
<td>(0/9900)</td>
</tr>
<tr>
<td>STATE BAR EXAM</td>
<td></td>
<td>/</td>
<td>(0/9900)</td>
</tr>
<tr>
<td>STATE PROFESSIONAL ENGINEERING EXAM</td>
<td></td>
<td>/</td>
<td>(0/9900)</td>
</tr>
</tbody>
</table>

ITEMS:

RANGE: 0/9900, 9998/9999, 1/12, 70/94

QXQ: No Q x Q needed.

SAMPLE:

SKIP: IF OTHER_EXAM = 2, DK, REF THEN GOTO DIDAPP

OTHER_EXAM AQ number: 229

(Other than the exams we have talked about,) did you take any other graduate entrance or professional licensing exams?

1 YES
2 NO

SAMPLE:

SKIP: IF OTHER_EXAM = 2, DK, REF THEN GOTO DIDAPP

ITEMS:

QXQ: No Q x Q needed.
OTHER_EXAM_SP  AQ number: 230
What other exam did you take? (SPELL OUT THE ENTIRE EXAM NAME- IF MORE THAN ONE EXAM, RECORD THE NAME OF THE MOST IMPORTANT EXAM)

SKIP:

ITERS:

SAMPLE:

INGLE:

QXQ: Most important exam is defined by the respondent.

INSTRUCTIONS:

========================================================================================================================================================================

DIDAPP  AQ number: 231
Now I'd like to ask you a few questions about applications to graduate or professional school...

Have you ever applied to graduate or professional school?

ELSE

According to our records, you applied to graduate or professional schools. Is this correct?

ITERS:

SAMPLE:

ELSE

QXQ: A graduate or professional school is a school that offers Master's degrees, Doctoral degrees or first professional degrees such as JD, MD or DDS. It does not include truck driving or bartending schools.

INSTRUCTIONS: Insert second reading if OTHER_DEGREE(N) = 4, 5 or 6

========================================================================================================================================================================

WHENAPP  AQ number: 233
When did you first apply to graduate or professional school?

SAMPLE: ASK ONLY IF MISSING FROM NPSAS

ITERS:

QXQ: No Q x Q needed.

INSTRUCTIONS:

========================================================================================================================================================================

WANTAPP  AQ NUMBER: 234
Did you consider attending graduate or professional school?

SAMPLE:

ITERS:

QXQ: A graduate or professional school is one that offers Master's degrees, Doctoral degrees or first professional degrees such as JD, MD or DDS. It does not include truck driving or bartending schools.

INSTRUCTIONS:

========================================================================================================================================================================

REASONS_NOT_APP  AQ number: 235
Why did you decide not to apply to graduate or professional school?

CODE PRIMARY REASON ONLY.

ITERS:

QXQ: No Q x Q needed.

INSTRUCTIONS:
NUMBERAPP(N)  AQ number: 236
How many schools did you apply to for graduate study?  SAMPLE:

ITERS: 1
RANGE: 1/20
QXQ: No Q x Q needed.
INSTRUCTIONS: IF NUMBERAPP(N) = 1 LOOP ONCE, IF MORE THAN 1 LOOP TWICE

ACCEPTAPP AQ NUMBER: 237  At how many schools were you accepted?  SAMPLE:

ITERS: 1
RANGE: 0/20
QXQ: No Q x Q needed.

FILTERAID AQ Number: 238  Thinking about all of the graduate or professional schools to which you applied, did you apply for financial aid at any of those schools?
1  YES  SKIP: IF FILTERAID = 2 THEN GOTO WHYNOAID(N)
2  NO

ITERS:
RANGE:
QXQ: Financial aid includes:
Tuition waivers
Stipends
Scholarships
Fellowships
Grants
Teaching assistantships
Research assistantships
Loans
Workstudy

WHYNOAID(N) AQ number: 239  Why didn’t you apply for financial aid?
1  FAMILY OR STUDENT COULD AFFORD TO PAY  SKIP:
2  NOT WILLING TO GO INTO DEBT
3  FAMILY INCOME TOO HIGH
4  GRADES/TEST SCORES TOO LOW TO QUALIFY
5  TOO HARD TO APPLY FOR FINANCIAL ASSISTANCE
6  DID NOT WISH TOO DISCLOSE FINANCIAL SITUATION
7  INELIGIBLE SINCE PART-TIME STUDENT
8  NO AID AVAILABLE
9  MISSED DEADLINE
10  OTHER

ITERS:
RANGE:
QXQ: No Q x Q needed.

CONFIRM AQ Number: 241  According to our records, your first choice to which you applied for graduate or professional school was P_FIRST_CHOICE_GRAD_SCHOOL. Is that correct?
1  YES  SKIP: IF CONFIRM = 1 THEN GOTO DEGREEAPP(N)_N.
2  NO

ITERS: 2
RANGE:
QXQ: No Q x Q needed.

GRADSCHOOL(N)_N  AQ number: 242  And what school was your (FIRST/SECOND) choice to attend for graduate or professional study? What state is that in? In what city? (INTERVIEWER: GO TO NEXT SCREEN AND CONFIRM NAME OF SCHOOL WITH RESPONDENT)

IPEDS CODING

ITERS: 2
RANGE:
QXQ: No Q x Q needed.
TYPEINST_GRADSCHOOL(N)_N
What type of institution is GRADSCHOOL(N)_N? Is it...
SAMPLE: ASK IF NOT PROVIDED BY IPEDS
AQ number: 250
1 Public, 4-year or above
2 Private nonprofit, 4-year or above
3 Private for-profit, 4-year or above
4 Public, 2-year
5 Private nonprofit, 2-year
6 Private for-profit, 2-year
7 Public, less than 2-year
8 Private nonprofit, Less than 2-year
9 Private for-profit, Less than 2-year
ITERS: 2
RANGE:
QXQ: No Q x Q needed.

AQ number: 251
DEGREEAPP(N)_N
What kind of degree program did you apply for at "GRADSCHOOL(N)_N"?
SAMPLE:
CODE ALL THAT APPLY AND THEN INSERT EXIT SCREEN WHEN FINISHED.
1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (Ph.D, Ed.D, D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE
8 NON-DEGREE PROGRAM
ITERS: 2
RANGE:
QXQ: Associate's degree: degree signifying the completion of 2 year program offered by college.
License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)
Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)
Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)
Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (Pharm)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)
NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.
ACCEPTAPP(N)_N Were you accepted by "GRADSCHOOL(N)_N"?  
AQ number: 252

1 YES  
2 NO  
3 HAVEN'T HEARD YET/DON'T KNOW

ITERS: 2  
RANGE:  
QXQ: No Q x Q needed.

OFFERAIDAPP(N)_N Have you been awarded or offered financial assistance at "GRADSCHOOL(N)_N"?  
AQ number: 253

1 YES  
2 NO  
3 HAVEN'T HEARD YET  
4 DID NOT APPLY

ITERS: 2  
RANGE:  
QXQ: Financial aid includes:
  Tuition waivers  
  Stipends  
  Scholarships  
  Fellowships  
  Grants  
  Teaching assistantships  
  Research assistantships  
  Loans  
  Work-study jobs

POSTBAED Now I'd like to ask about courses you've taken since receiving your bachelor's degree. Have you taken any courses, for credit, offered by a college, university, technical or vocational school, since graduating from "SAMPLESCHOOL"?  
AQ number: 255

1 YES  
2 NO

ITERS:  
RANGE:  
QXQ: Do not include audited courses, non-credit courses, or adult education courses.

PBASCHOOL(N) What is the name and location of the (first/second/third) school you attended?  
AQ number: 257

(INTERVIEWER: RECORD SCHOOL NAME, CITY AND STATE)

IPEDS CODING

ITERS: 3  
RANGE:  
QXQ: Whether a student is considered to be full-time or part-time is defined by the institution the R attended.

TYPEINST_PBASCHL(N) What type of institution is "PBASCHL(N)"? Is it...  
AQ number: 265

1 Public, 4-year or above  
2 Private nonprofit, 4-year or above  
3 Private for-profit, 4-year or above  
4 Public, 2-year  
5 Private nonprofit, 2-year  
6 Private for-profit, 2-year  
7 Public, less than 2-year  
8 Private nonprofit, Less than 2-year  
9 Private for-profit, Less than 2-year

ITERS: 3  
RANGE:  
QXQ: No Q x Q needed.
PBASCHL_BEGAN(N) Refering only to the time after you received your bachelor's degree, did you attend "PBASCHOOL(N)" in (1992/1993/1994)?

AQ number: 267

IF NO, ENTER NOT ATTENDING FOR EACH MONTH.

IF YES: in what months did you attend full time (ENTER THE MONTH) and in what month did you attend part time?

LIST MONTHS JANUARY 1992-DECEMBER 1994 WITH THREE OPTIONS-NOT ATTENDED; FULL TIME; PART TIME. THREE LOOPS, ONE YEAR PER LOOP.

ITERS: 3, 3

RANGE:

QXQ: No Q x Q needed.

INSTRUCTIONS: CONVERSATIONAL SCREEN. START DATE MUST BE LESS THAN CURRENT DATE

PBASCHL_DAY(N) When (do/did) you usually attend classes at "PBASCHOOL(N)"?

AQ number: 282

1 WEEKDAYS
2 WEEKNIGHTS
3 WEEKENDS

ITERS: 3

RANGE:

QXQ: No Q x Q needed.

INSTRUCTIONS: IF PBASCHL_END(N) = 96/96, INSERT DO. ALL OTHERS INSERT DID

PBASCHL_PROGRAM(N) What type of program (WERE/ARE) you enrolled in at PBASCHOOL(N)?

AQ number: 283

(CHOSE DUAL DEGREE PROGRAM IF R IS ENROLLED IN MORE THAN ONE PROGRAM)

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H, ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE
8 NONDEGREE PROGRAM
9 DUAL DEGREE PROGRAM

ITERS: 3

RANGE:

QXQ: Associate's degree: degree signifying the completion of 2 year program offered by college.

License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)

Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

Examples of Master's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
Doctor of Education (Ed.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (D.Pharm)

INSTRUCTIONS: IF PBASCHL_DATES(N) =96/96, insert ARE. All other dates, insert WERE.

30
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

PBASCHOOL_LEVEL(N)  AQ number: 284
What level (are/were) the courses you are taking at "PBASCHOOL(N)?"

SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) = 7 or 8

1 Graduate
2 Undergraduate
3 Combined Graduate/Undergraduate
4 Other

ITERS: 3
RANGE:

QXQ: No QXQ needed.

INSTRUCTIONS: if pbaschl_dates(n)=9696 then "insert"="Are"; else "insert"="Were"

PBASCHL_DEGR2(N)  AQ Number: 286
What (IS/WAS) the first type of program (ARE/WERE) you enrolled in at PBASCHOOL(N)?

SAMPLE:

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE
8 NONDEGREE PROGRAM

ITERS: 3
RANGE:

QXQ: Associate's degree: degree signifying the completion of 2 year program offered by college.

License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)

Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

Examples of Masters's Degrees:
- Master of Arts (MA)
- Master of Science (MS)
- Master of Business Administration (MBA)
- Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
- Doctor of Philosophy (Ph.D)
- Doctor of Education (Ed.D)

First Professional Degrees:
- MUST BE ONE OF THE FOLLOWING:
  - Chiropractic (DC or DCM)
  - Dentistry (DDS or DMD)
  - Medicine (MD)
  - Law (LLB, JD)
  - Optometry (OD)
  - Osteopathic Medicine (DO)
  - Podiatry (Pod.D. or DP)
  - Veterinary Medicine (DVM)
  - Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

PBASCHL_DEGR3(N)  AQ Number: 287
What (IS/WAS) the second type of program (ARE/WERE) you enrolled in at PBASCHOOL(N)?

SAMPLE:
QXQ: Associate's degree: degree signifying the completion of a 2 year program offered by college.

License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)

Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
Doctor of Education (Ed.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (J.D., JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (Pharm D)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, etcetera.

PBASCHL_MAJ2(N)  AQ Number: What (IS/WAS) your major field of study in this program? SAMPLE:

PBASCHL_MAJ3(N)  AQ Number: What (IS/WAS) your major field of study in this program? SAMPLE:

PBASCHOOL_MAJOR(N)  AQ number: What (IS/WAS) your major field of study at "PBASCHOOL(n)?" SAMPLE:

INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN

PBASCHOOL_MAJOR(N)  AQ number: What (IS/WAS) your major field of study at "PBASCHOOL(n)?" SAMPLE:

INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN

PBASCHOOL_DATE(N)  AQ Number: What (IS/WAS) your major field of study at "PBASCHOOL(n)?" SAMPLE:

INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN

PBASCHOOL_DATE(N)  AQ Number: What (IS/WAS) your major field of study at "PBASCHOOL(n)?" SAMPLE:

INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN

PBASCHOOL_DATE(N)  AQ Number: What (IS/WAS) your major field of study at "PBASCHOOL(n)?" SAMPLE:

INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN

PBASCHOOL_DATE(N)  AQ Number: What (IS/WAS) your major field of study at "PBASCHOOL(n)?" SAMPLE:

INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN

PBASCHOOL_DATE(N)  AQ Number: What (IS/WAS) your major field of study at "PBASCHOOL(n)?" SAMPLE:

INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN

PBASCHOOL_DATE(N)  AQ Number: What (IS/WAS) your major field of study at "PBASCHOOL(n)?" SAMPLE:

INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN

PBASCHOOL_DATE(N)  AQ Number: What (IS/WAS) your major field of study at "PBASCHOOL(n)?" SAMPLE:

INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN
PBADEGREE AQ Number: 297       Have you been awarded the PBASCHL_PROGRAM(N) by PBASCHOOL?                          SAMPLE:
1       YES                                                                           SKIP: IF PBADEGREE = 2 THEN GO TO
2       NO                                                                 INSTRUCTIONS:
ITERS:                          RANGE:
QXQ: No QXQ needed.                                                                   INSTRUCTIONS:

PBADEGREE_DATE AQ Number: 298 When were you awarded that degree?                                                  SAMPLE:
SKIP:
ITERS:                          RANGE: 1/12, 92/94
QXQ: No QXQ needed.                                                                   INSTRUCTIONS:

PBASCHL_WHY(N)                  Why did you select "PBASCHOOL(N)" for graduate or professional study?               SAMPLE:
AQ number: 300                  CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
1 CAN FINISH PROGRAM IN SHORT PERIOD OF TIME                                          SKIP:
2 OBTAINED FINANCIAL AID NEEDED                                                      INSTRUCTIONS:
3 TUITION AND DIRECT EXPENSES WERE LESS                                               
4 OTHER LIVING COSTS WERE LESS                                                       
5 FRIENDS/FAMILY ATTEND(ED)/ RECOMMEND(ED) THIS SCHOOL
6 CAN WORK WHILE ATTENDING                                                           
7 CAN LIVE AT HOME WHILE ATTENDING                                                    
8 SCHOOL IS LOCATED WHERE I WANT TO SETTLE                                            
9 SCHOOL IS CLOSE TO HOME                                                             
10 I LIKE THE SURROUNDING COMMUNITY                                                   
11 SCHOOL/FACULTY HAS A GOOD REPUTATION                                              
12 OFFERED THE COURSE OF STUDY I WANTED                                               
13 THEY ACCEPTED ME                                                                  
14 I ATTENDED THE SCHOOL AS AN UNDERGRAD                                               
15 OTHER                                                                              
ITERS: 3                        RANGE: 3
QXQ: No Q x Q needed.                                                                 INSTRUCTIONS:

PBASCHL_REQ(N)                  Did you enroll in PBASCHOOL(N) because you needed additional education..            SAMPLE:
AQ number: 301
1 to begin a career in your field                                                    SKIP:
2 to continue to advance in your current field                                        INSTRUCTIONS:
3 or did you enroll for other reasons                                                
ITERS: 3                        RANGE: 3
QXQ: No Q x Q needed.                                                                 INSTRUCTIONS:

PBASCHL_RESID(N)                While enrolled at "PBASCHOOL(N)" (DO/DID) you live primarily:                       SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) = 4, 5, 6, 9
AQ number: 302                                                                                                               "insert"="do"; else
1 In school-owned housing                                                            "insert"="did"
2 Off campus in a private apartment or house                                         
3 With parents or guardians                                                          
4 With relatives other than parents, guardians, spouse, or children
5 or in some other situation                                                        
ITERS: 3                        RANGE: 3
QXQ: Code primary residence while R is taking graduate courses.                    INSTRUCTIONS: if pbschool_dates(n)=9696 then
"insert"="do"; else "insert"="did"
TUITION_APP(N)  Now I'd like you to think about the period from July 1, 1993 through June 30, 1994. During that period, how much were your total tuition and fees prior to any discounts or waivers at "PBASCHOOL(N)?"

ITERS: 3  RANGE: 1/25000
QXQ: Record the amount of tuition that the school normally charges during the reference period and not the amount R is paying if that amount is different. If the school normally charges $15,000, but the R is paying $10,000 because R has a $5,000 tuition waiver, code $15,000. The amount normally paid during the time period should be picked up, even if it covers courses beginning before or ending after the time period.

SKIP:
ITERS: 3  RANGE: 1/99000
QXQ: All costs related to attending school should be included.

PBASCHL_ROOM(N)  Other than tuition, what were your total costs of attending "PBASCHOOL(N)" during this same period (July 1, 1993 - June 30, 1994). Total costs include lab fees, books, transportation, living expenses and other expenses relating to attending that school.

ITERS: 3  RANGE: 1/99000
QXQ: Financial assistance includes:
  - Tuition waivers
  - Stipends
  - Scholarships
  - Fellowships
  - Grants
  - Teaching assistantships
  - Research assistantships
  - Loans
  - Work study

PBASCHL_AID$(N)  Did you receive any financial assistance between July 1, 1993 and June 30, 1994 other than family assistance?

1  YES
2  NO

ITERS: 3  RANGE: 1/25000
QXQ: Tuition waiver: An agreement between college and student that part or all of tuition normally due will not be charged. Student either pays reduced tuition or no tuition at all depending on the agreement. If employer paid the tuition, code 6.
PBASCHL_AMT AQ number: 308

How much financial assistance did you receive from PBASCHOOL(N) during this period?

SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) = 4, 5, 6, 9 AND PBASCHL_DATES include any time between July 1, 1993 and June 30, 1994.

SKIP: SKIP OUT OF LOOP AFTER ALL PBASCHOOL(N) schools with enrollment periods between July 1, 1993 and June 30, 1994 have been picked up.

ITERS: 3
RANGE: 0/30000

QXQ: Financial assistance includes:

| Tuition waivers |
| Stipends      |
| Scholarships  |
| Fellowships   |
| Grants        |
| Teaching assistantships |
| Research assistantships |
| Loans         |
| Workstudy     |

INSTRUCTIONS:

EXTRASCHL AQ NUMBER 309

Have you attended another college, university, vocational or technical school since graduating from "SAMPLE SCHOOL"?

SAMPLE:

1 YES
2 NO

SKIP: IF EXTRASCHL = 1 continue loop. IF EXTRASCHL = 2 then goto HIGHESTDEGREE

ITERS: 2
RANGE: 0/30000

QXQ: No Q x Q needed.

INSTRUCTIONS:

HIGHESTDEGREE AQ number: 312

Now, thinking about the future, what is the highest degree you expect to receive?

SAMPLE:

1 BACHELOR'S DEGREE
2 POST-BACCALAUREATE CERTIFICATE
3 MASTER'S DEGREE (MA, MS, MBA, ETC.)
4 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
6 OTHER

SKIP: IF HIGESTDEGREE = 1 THEN GOTO CHANGJOB

ITERS: 3
RANGE: 0/30000

QXQ: Code highest degree if more than one degree exists.

The key word here is "expect." If R hopes to get a Doctoral Degree but realistically only expects to get a Masters's Degree, "MASTER'S DEGREE" should be coded.

Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
Doctor of Education (Ed.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (D.Pharm)
Podiatry (Pod.D. or DP)  
Veterinary Medicine (DVM)  
Theology (M.Div or MHL or BD)  

NOTE: Professional degrees do not include degrees  
in cosmetology, truck driving, radio or  
refrigerator repair, et cetera.

========================================================================================================================================================================

ENROLLEXP2     AQ number: 313  
Two years from now, do you plan to be enrolled in school working on that degree?  
SAMPLE:
1 YES  
2 NO  
3 WILL HAVE COMPLETED DEGREE  
SKIP: IF ENROLLEXP2 = 2, 3, REF, DK THEN GOTO CHANGJOB  

ITERS:  
RANGE:  
QXQ: No Q x Q needed.  

INSTRUCTIONS:  

========================================================================================================================================================================

ENROLLEXP2FIELD     AQ number: 314  
What do you expect to be studying?  
SAMPLE:
INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN  
SKIP:  

ITERS:  
RANGE:  
QXQ: No Q x Q needed.  

INSTRUCTIONS:  

========================================================================================================================================================================

CHANGJOB     AQ Number: 318  
We're interested in the job search strategies used by college graduates to find employment.  
Did you attempt to obtain a job or change jobs, as a result of getting your degree?  
SAMPLE: ASK IF NO OR MISSING FROM NPSAS. IF YES IN NPSAS THEN GOTO JOB#INTERVIEW
1 YES  
2 NO  
SKIP: IF CHANGJOB = 2 THEN GOTO JOBEXPERIENCE  

ITERS:  
RANGE:  
QXQ: No Q x Q needed.  

INSTRUCTIONS:  

========================================================================================================================================================================

JOBSEARCH     AQ number: 319  
What did you do to try to find a job?  
SAMPLE: ASK IF MISING FROM NPSAS
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED  
1 SENT OUT RESUMES  
2 WENT TO CAMPUS JOB PLACEMENT OFFICE  
3 LOOKED THROUGH WANT ADS  
4 ASKED FRIENDS  
5 ASKED FAMILY  
6 ASKED PROFESSORS  
7 ATTENDED RECRUITING FAIRS  
8 DID VOLUNTEER WORK IN THE FIELD  
9 LOOKED AT JOB BOARDS IN THE UNEMPLOYMENT OFFICE  
10 CONTACTED HEADHUNTERS, EMPLOYMENT AGENCIES OR PROFESSIONAL RECRUITERS  
11 PLACED A WANT AD  
12 SUBSCRIBED TO TRADE JOURNALS  
13 NOTHING  
14 OTHER  

ITERS:  
RANGE:  
QXQ: Resume: brief account of personal, educational, and professional qualifications and experience, usually submitted with a job application.  
Job placement office: office is physically on campus and part of the college or university.  
Recruiting fair: gathering to inform individuals seeking employment about jobs available from various employers  
Headhunter: recruits personnel for corporation.  
Trade Journal: magazine published by a business or industry to give pertinent news and developments.  
INSTRUCTIONS:
JOB#INTERVIEWS
AQ number: 320
We're interested in the job search strategies used by college graduates to find employment.

As a result of trying to obtain a new job upon the completion of your degree, how many jobs did you interview for?

SKIP

ITERS:
RANGE: 0/99
QXQ: "Upon completion of your degree" means "after completing your bachelor's degree program."
INSTRUCTIONS: INSERT PREAMBLE IF CHANGJOB AND JOBSEARCH ARE PRELOADED

JOB#OFFERS
AQ number: 321

How many full-time job offers resulted from your job search efforts?

SKIP

ITERS:
RANGE: 0/99
QXQ: Full-time employment: when a person works 35 or more hours per week at a given job.
INSTRUCTIONS:

WEEKSEEK_MM
AQ number: 322

When did you begin this job search?

SKIP

ITERS:
RANGE: 1/12, 91/94
QXQ: No Q x Q needed.
INSTRUCTIONS: Dates cannot be later than today's date

JOB#WEEKSEEK
AQ number: 323

When did you end this job search or are you still looking?

SKIP

ITERS:
RANGE: 1/12, 91/94, 96
QXQ: Looking for work includes:
- sending out resumes/filling out job applications
- using the campus job placement office
- reviewing and responding to want ads
- attending recruiting fairs
- job networking
- using an employment agency
INSTRUCTIONS:

JOBEXPERIENCE
AQ number: 326

Other than internships required for your degree, did you have any work experience related to your degree field before graduating from college?

1  YES
2  NO

SKIP

ITERS:
RANGE:
QXQ: Internship: a supervised practical training providing work experience and credits toward a degree program.
INSTRUCTIONS:

EMPLOOP
AQ number: 327

Now I want to talk about your job history since graduation. Have you worked at any jobs for pay since graduation?

1  YES
2  NO

SKIP: IF EMPLOOP = 2 THEN GOTO WORKLOOK

ITERS:
RANGE:
QXQ: No Q x Q needed.
JOBNUMBER AQ number: 328   How many jobs have you held since graduation? (THE JOB DOES NOT HAVE TO BEGIN AFTER GRADUATION. ANY JOB WORKED AFTER GRADUATION SHOULD BE COUNTED)

ITERS: 1/10
QXQ: Include both full and part-time jobs. If R was employed by a temporary work agency and worked several different assignments, consider the temp agency to be the employer. The key distinction is who is paying R. If the agency pays R, the agency is the employer.

SKIP: ITERS: RANGE: 1/10

INSTRUCTIONS:

JOBNAME AQ Number: 330   What are the names of these employers in the order you began working for them beginning with the first employer after graduation? (INTERVIEWER: PROBE: Have you worked for anyone else since graduation?) READ THE RESPONSE LIST BACK TO THE RESPONDENT AND CONFIRM THAT THE ORDER OF JOBS IS COMPLETE AND CORRECT. ALTER LIST IF NEEDED.

ITERS: RANGE: 1/10
QXQ: If a job began before graduation and continued after graduation, include that job. Spell out the complete name of the employer; do not use abbreviations.

STARTDATE AQ number: 332   When did your job with JOBNAME start?

ITERS: 10 RANGE: 1/12, 30/94
QXQ: If R was employed for any portion of a month (even just one day), R is considered to be employed for that month by the employer.

INSTRUCTIONS: NUMBER OF LOOPS SHOULD MATCH RESPONSE TO JOBNUMBER. Dates entered cannot be later than today's date.

ENDDATE AQ number: 334   When did this job end? (CODE 96/96 IF STILL EMPLOYED AT THIS JOB)

ITERS: 10 RANGE: 1/12, 92/94, 96
QXQ: If R was employed for any portion of a month (even just one day), R is considered to be employed for that month by the employer.

INSTRUCTIONS:

FULL_PART_TIME AQ number: 336   During this time, (are/were) you primarily employed full or part-time?

ITERS: 10
QXQ: Full-time employment = 35 or more hours per week at a given job. Part-time employment = fewer than 35 hours per week at a given job.

INSTRUCTIONS: ask only if employed in empstatmonth(n); loop back to empstatmonth(n) for next month (date of graduation + 1)

WORKLOOK AQ number: 338   Were you looking for work between GRADUATION DATE/ENDDATE and STARTDATE/CURRENT DATE?

ITERS: 10
QXQ: Looking for work includes:
- Sending out resumes/filling out job applications
- Using the campus job placement office
- Reviewing and responding to want ads
- Attending recruiting fairs
- Job networking
- Using an employment agency

INSTRUCTIONS:

38
UNEMPLOYSPELL AQ number: 339 During that time, were you receiving unemployment benefits? SAMPLE:

1 YES SKIP:
2 NO

ITERS: 10 RANGE:

QXQ: Unemployment benefits: payments received from the government while you are out of work and looking for a job, including money from state employment insurance funds and railroad unemployment benefits.

UNEMPLREASONMONTH(N) AQ number: 340 What was your main reason for not working, during this period? SAMPLE: ASK IF WORKLOOK = 2

IF NECESSARY, PROBE FOR MAIN REASON

1 WAITING FOR NEW JOB TO START SKIP: GOTO EXPECTBEGINJOB
2 GOING TO SCHOOL FULL TIME
3 DIDN'T WANT TO WORK
4 FAMILY RESPONSIBILITIES
5 PHYSICALLY UNABLE TO WORK
6 LAID OFF
7 RETIRED
8 TRAVEL
9 OTHER

ITERS: 10 RANGE:

QXQ: If R gives more than one reason, probe R for MAIN reason and record that reason. If R insists on both reasons being the main reason, select OTHER
and record both reasons there.

EXPECTBEGINJOB AQ number: 427 When do you expect to begin working at a full-time job? (IF NECESSARY: What is your best guess?) INTERVIEWER: CODE 88/88 IF RESPONDENT SAYS "NEVER"

SAMPLE: Ask if unemployed, out of labor force, or employed part-time at last month-by-month employment questions

ITERS:

RANGE: 1/12, 94/99, 88

QXQ: Full-time job = working 35 or more hours per week.

INSTRUCTIONS: DATE MUST BE LATER THAN TODAY'S DATE.

APRILJOBLIST AQ Number: 442 During April 1994, which of the following was your main employer? SAMPLE:

(MAIN = employer that you worked the most number of hours.)

INSERT ALL JOBS WORKED DURING APRIL 1994 FROM JOBLIST PLUS 91. INSERT NEW JOB

SKIP: IF APRILJOBLIST = REF THEN GOTO PJOBLIST

ITERS:

QXQ: No QXQ needed.

INSTRUCTIONS:

APRILJOBSTART AQ number: 444 When did you start working at "APRILJOBEMPLOYER"? SAMPLE:

ITERS:

RANGE: 0/12, 10/94

QXQ: If R was employed for any portion of a month (even just one day), R is considered employed for that month.

INSTRUCTIONS: PRELOAD FROM EMPLOYMENT LOOP

APRILJOBEND AQ number: 446 When did you stop working at "APRILJOBEMPLOYER", or are you still there? SAMPLE:

(INTERVIEWER: IF STILL EMPLOYED AT FIRST JOB, CODE 96/96)

ITERS:

RANGE: 1/12, 94, 96

QXQ: If R was employed for any portion of a month (even just one day), R is considered employed for that month.

INSTRUCTIONS: PRELOAD FROM EMPLOYMENT LOOP
APRILJOBCONFIRM  AQ Number: 448
During April, 1994, your main employer was JOBNAME. That job began on STARTDATE and continued until ENDDATE. Is that correct?

1  YES
2  NO

RANGE:

SKIP: IF APRILJOBCONFIRM = 1 THEN GOTO APRILJOBOCCUPATIONV

ITERS:

QXQ: "Main employer" means the employer you worked the most hours for during April, 1994. If you worked for two employers during April, 1994, for the same number of hours, the employer who provided you with the most income during that month is you "main employer."

APRILJOBEMPLOYER  AQ number: 449
During April of this year, where were you employed? What was the name of your main employer?
DO NOT USE ABBREVIATIONS

SKIP:

ITERS:

RANGE:

QXQ: Employed means holding a job and working for pay.

INSTRUCTIONS: If R has more than one April job, probe for full time employer. If more than one full time job, pick the job with most hours worked in April. If the number of hours is equal, select the job with the highest salary.

If R was on Workmen's Compensation during April, he is considered employed for April.

APRILJOBOCCUPATIONV  AQ number: 452
What is your occupation? (IF NECESSARY: Can you describe your job? What type of work (do you/did you) do at "APRILJOBEMPLOYER"?

INTERVIEWER: PROBE ABBREVIATIONS AND CODE OCCUPATION

SKIP:

ITERS:

RANGE:

QXQ: Spell out the complete job title; do not use abbreviations.

INSTRUCTIONS: SPELL OUT COMPLETE JOB TITLE.

APRILJOBINDUSTRYV  AQ number: 456
And what type of business or industry (is/was) that? (For example, a grocery store, restaurant, retail shoe store, automobile factory, state government agency)

INTERVIEWER: CODE INDUSTRY

SKIP:

ITERS:

RANGE:

QXQ: Spell out the type of business or industry; do not use abbreviations.

INSTRUCTIONS: CODE INDUSTRY.

APRILJOBTYPE  AQ number: 458
Would you say this job (is/was)...

SAMPLE: ASK IF OCCUPATION IS UNCODED

1  Professional
2  Managerial
3  Technical
4  or some other type (INCLUDE CLERICAL, UNSKILLED LABOR, ETC.)

RANGE:

SKIP:

QXQ: Professional: related to a profession (an occupation or vocation requiring training in the liberal arts or the sciences and advanced study in a specialized field, for example, law or medicine).
APRILJOB#HOURS
AQ number: 459
How many hours a week (do you/did you) work at "APRILJOBEMPLOYER"? (IF NEEDED: What do you think is the average number of hours you work each week?)

SAMPLE:

SKIP:

ITERS:
RANGE: 1/90

QXQ: If R has an unusual work schedule, ask R the average number of hours worked per week during April.

JOBSTUDENTA
AQ number: 460
While you were employed at APRILJOBEMPLOYER, were you also enrolled in school?

SAMPLE: IF POSTBAED = 2, REF, DK, MISSING THEN GOTO APRILJOBSTSALARY$

1    YES
2    NO

SKIP: IF JOBSTUDENTA = 2, REF, DK THEN GOTO APRILJOBSTSALARY$

ITERS:
RANGE: No Q x Q needed

APRILSTUDENT
AQ number: 461
While at APRILJOBEMPLOYER, did you consider yourself to primarily be...

SAMPLE:

1 a student
2 an employee

SKIP: IF APRIlSTUDENT = 2 THEN GOTO APRILJOBSTSALARY$

ITERS:
RANGE: No Q x Q needed.

APRILJOBONCAMPUS
AQ number: 462
(Is/was) this job located on the campus of the school you were attending?

SAMPLE:

1    YES
2    NO

SKIP:

ITERS:
RANGE: On campus means that location of the workplace is physically on the college or university campus. It does not necessarily mean that the college or university is the employer.

APRILJOBSTUDENT
AQ number: 463
(Is/Was) this job...

SAMPLE:

1 a teaching assistantship
2 a research assistantship
3 an internship
4 co-op placement
5 was it none of these?

SKIP:

ITERS:
RANGE: Internship: a supervised practical training providing work experience and credits toward a degree program.

APRILJOBSTSALARY$
AQ number: 464
How much were you earning at "APRILJOBEMPLOYER" in April of this year? Please include any commissions, tips or bonuses. (INTERVIEWER: ENTER DOLLAR AMOUNT IN THIS FIELD, INCLUDING DECIMAL POINT)

SAMPLE:

SKIP:

ITERS:
RANGE: 0/999000.00

QXQ: For workers with non-standard incomes (such as commission or piece paid workers), record total wage/salary income for the entire month.
APRILJOBSTSALARYPER  Was that...?  
AQ number: 465  
(IF ANOTHER RATE IS GIVEN CONVERT TO AN ALLOWABLE CODE)  
1 Per hour (Hourly rate)  
2 Per day (Daily rate)  
3 Per week (Weekly)  
4 Per month (Monthly)  
5 Per year (Annual salary)  

ITERS:  

QXQ: For workers with non-standard incomes (such as commission or piece paid workers), record total wage/salary income for the entire month.  

INSTRUCTIONS:  

APRILJOBSTSALARY_CHECK  You said you make "APRILJOBSTSALARY$" per "APRILJOBSTSALARYPER". Is that right?  
AQ number: 466  
1    YES  
2    NO  

ITERS:  

QXQ: No Q x Q needed.  

INSTRUCTIONS: Insert = APRILJOBSTSALARY$ and APRILJOBSTSALARYPER  

APRILJOBSECT  Is "APRILjobemployer" ...  
AQ number: 467  
1 a for-profit firm or private individual  
2 a non-profit organization  
3 a branch of the Federal government  
4 part of the State government  
5 a Local government unit or  
6 are you self-employed?  

ITERS:  

QXQ: No Q x Q needed.  

INSTRUCTIONS:  

APRILJOBDEGREE  Was a college degree required to obtain this job?  
AQ number: 468  
1    YES  
2    NO  

ITERS:  

QXQ: No Q x Q needed.  

INSTRUCTIONS:  

APRILJOBOSTAIN  How did you find out about this job?  
AQ number: 469  
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED  
1 REFERRED BY FAMILY, FRIENDS, PROFESSORS  
2 WANT AD  
3 CAMPUS JOB PLACEMENT OFFICE  
4 EXPLORED POSSIBLE JOB OPPORTUNITIES THROUGH INTERVIEW  
5 WAS RECRUITED BY HEADHUNTER /EMPLOYMENT AGENCY/RECRUITER  
6 ADVANCEMENT IN COMPANY WHERE PREVIOUSLY EMPLOYED  
7 VOLUNTEER/INTERNSHIP WORK IN FIELD  
8 CONTACTED IN RESPONSE TO BLIND RESUME  
9 RECRUITING FAIR  
10 PROFESSIONAL OR TRADE JOURNAL  
11 JOB ANNOUNCEMENT IN UNEMPLOYMENT OFFICE  
12 PROFESSIONAL MEETING  
13 RESPONSE TO WANT AD I PLACED  
14 OTHER  

ITERS:  

QXQ: Campus placement office: office is a part of the college or university.  
Headhunter: recruits personnel for corporations.  
Recruiting fair: a gathering to inform individuals seeking employment about jobs available from various employers.  

INSTRUCTIONS:
<table>
<thead>
<tr>
<th>Question</th>
<th>Sample Answer</th>
<th>Options</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you receive any other job offers for similar positions in this field?</td>
<td>YES</td>
<td>1. YES 2. NO</td>
<td>SKIP: IF APRILJOBOFFERSF = 2 THEN GOTO APRILJOBRELATED2</td>
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<td></td>
<td></td>
<td>ITERS:</td>
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<td>RANGE:</td>
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<td></td>
<td></td>
<td>QXQ: No Q x Q needed.</td>
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<tr>
<td>Number of other job offers received</td>
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<td>SAMPLE:</td>
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<td>ITERS:</td>
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<td>RANGE:</td>
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<td></td>
<td></td>
<td>QXQ: No Q x Q needed.</td>
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<tr>
<td>How closely related is this job to your field of study?</td>
<td></td>
<td>SAMPLE:</td>
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<td>ITERS:</td>
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<td>RANGE:</td>
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<td></td>
<td>QXQ: Field of study is the most current field of study.</td>
<td>IF R is not in graduate school, then the field of study refers to the Baccalaureate degree major.</td>
</tr>
<tr>
<td>Main reason for taking this job</td>
<td></td>
<td>SAMPLE:</td>
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<td>ITERS:</td>
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<td>RANGE:</td>
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<td></td>
<td></td>
<td>QXQ: &quot;Manual&quot; occupation: a job that involves working with your hands.</td>
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<tr>
<td>How satisfied (are/were) you with the fringe benefits at APRILJOBEMPLOYER?</td>
<td></td>
<td>SAMPLE:</td>
<td></td>
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<tr>
<td>(Are/Were) you...</td>
<td></td>
<td>ITERS:</td>
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<td>RANGE:</td>
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<td></td>
<td>QXQ:FRINGE BENEFITS ARE ANY BENEFITS OTHER THAN SALARY OFFERED BY AN EMPLOYER TO AN EMPLOYEE. EXAMPLES INCLUDE PAID VACATION, PAID SICK LEAVE, AND GROUP HEALTH INSURANCE.</td>
<td></td>
</tr>
<tr>
<td>How satisfied (are/were) you with the pay at APRILJOBEMPLOYER?</td>
<td></td>
<td>SAMPLE:</td>
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<tr>
<td>(Are/Were) you...</td>
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<td>ITERS:</td>
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<td>RANGE:</td>
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<tr>
<td></td>
<td></td>
<td>QXQ: This question asks only about pay, not about fringe benefits which are dealt with in the next question.</td>
<td></td>
</tr>
</tbody>
</table>
APRILJOBSATISFY(1)  How satisfied (are/were) you with the importance and challenge of your job at APRILJOBEMPLOYER?  (Are/Were) you...
AQ number: 475

1    very satisfied
2    somewhat satisfied
3    dissatisfied

ITERS:  RANGE:  QXQ: No Q x Q needed.  INSTRUCTIONS:

APRILJOBSATISFY(2)  How satisfied (are/were) you with the working conditions at APRILJOBEMPLOYER?  (Are/Were) you...
AQ number: 476

1    very satisfied
2    somewhat satisfied
3    dissatisfied

ITERS:  RANGE:  QXQ: No Q x Q needed.  INSTRUCTIONS:

APRILJOBSATISFY(3)  How satisfied (are/were) you with your opportunity for promotion at APRILJOBEMPLOYER?  (Are/Were) you...
AQ number: 477

1    very satisfied
2    somewhat satisfied
3    dissatisfied

ITERS:  RANGE:  QXQ: No Q x Q needed.  INSTRUCTIONS:

APRILJOBSATISFY(4)  How satisfied (are/were) you with the job security at APRILJOBEMPLOYER?  (Are/Were) you...
AQ number: 478

1    very satisfied
2    somewhat satisfied
3    dissatisfied

ITERS:  RANGE:  QXQ: No Q x Q needed.  INSTRUCTIONS:

APRILJOBSATISFY(5)  How satisfied (are/were) you with your supervisor at APRILJOBEMPLOYER?  (Are/Were) you...
AQ number: 480

1    very satisfied
2    somewhat satisfied
3    dissatisfied

ITERS:  RANGE:  QXQ: No Q x Q needed.  INSTRUCTIONS:

APRILJOBSATISFY(6)  How satisfied (are/were) you with your relationships with co-workers at APRILJOBEMPLOYER?  (Are/Were) you...
AQ number: 481

1    very satisfied
2    somewhat satisfied
3    dissatisfied

ITERS:  RANGE:  QXQ: No Q x Q needed.  INSTRUCTIONS:
APRILJOBSATISFY? AQ number: 482

How satisfied (are/were) you with your opportunity for further education at "APRILJOBEMPLOYER"?

1    very satisfied
2    somewhat satisfied
3    dissatisfied

APRILJOBPOTENTIAL AQ number: 483

Would you say your job at "APRILJOBEMPLOYER" (has/had)...?

1     Definite career potential
2     Possible career potential or
3     Not much career potential

APRILJOBBENEFITS AQ number: 484

(Did your job/Does your job) at "APRILJOBEMPLOYER" provide:

1  YES
2  NO

APRILJOBBENEFITS AQ number: 485

(Did your job/Does your job) at "APRILJOBEMPLOYER" provide:

1  YES
2  NO

APRILJOBBENEFITS AQ number: 486

(Did your job/Does your job) at "APRILJOBEMPLOYER" provide:

1  YES
2  NO

APRILJOBBENEFITS AQ number: 487

(Did your job/Does your job) at "APRILJOBEMPLOYER" provide:

1  YES
2  NO

APRILJOBBENEFITS AQ number: 488

(Did your job/Does your job) at "APRILJOBEMPLOYER" provide:

1  YES
2  NO
APRILJOBDidAppear(5) AQ
(Did your job/Does your job) at "APRILJOBEMPLOYER" provide:
Number: 489
Family related benefits such as maternity leave, child care or elder care
1  YES
2  NO

APRILFILTERPJOB AQ number: 490
Is this job with "APRILJOBEMPLOYER" also the job at which you worked the most
number of hours in 1993 since graduation?
1  YES
2  NO

PJOBSTART AQ number: 507
When did you start working there?

PJOBEND AQ number: 508
When did you stop working there?

CONFIRM(2) AQ Number: 510
Name of your employer which you worked the most total number of hours in 1993 was:
Show start and end dates and confirm
1  YES
2  NO

PJOBEMPLOYER AQ number: 512
What was the name of the employer where you worked the most total number of hours
in 1993 since graduation?
DO NOT USE ABBREVIATIONS

What (is/was) your occupation at PJOBEMPLOYER?  
(SAMPLE:)

IF NECESSARY: Can you describe your job? What type of work (did you/do you) do at "PJOSOBEMPLOYER"?

(INTVIEWER: DO NOT USE ABBREVIATIONS AND CODE OCCUPATION)

And what type of business or industry (was/is) that? (For example, a grocery store, restaurant, retail shoe store, automobile factory, state government agency)

INTVIEWER PLEASE CODE INDUSTRY ON THE NEXT SCREEN

How many hours a week (do you/did you) work at "PJOSOBEMPLOYER"? (IF NEEDED: What do you think is the average number of hours you work each week?)

During the time you worked for "PJOSOBEMPLOYER" were you also enrolled in school?  
(SAMPLE: IF POSTBAED = 2, REF, DK, MISSING AND ENROLL(N)_N = 2, REF, DK THEN GOTO PJOBSSTLSALARY$

During the time you worked for PJOSOBEMPLOYER, did you consider yourself primarily...

(Is/was) this job located on campus?  
(SAMPLE:)

1 YES
2 NO

On campus means that location of the workplace is physically on the college campus. The college does not have to be the employer.

47
PJOBSTUDENT (Is/Was) this job a...

1. teaching assistantship
2. research assistantship
3. internship
4. co-op placement
5. was it none of these?

ITERS:

SAMPLE: AQ number: 525

PJOBSECT Is "PJOBEMPLOYER" ... SAMPLE:

1. a for-profit firm or private individual
2. a non-profit organization
3. a branch of the Federal government
4. part of the State government
5. a local government unit or
6. are you self-employed?

ITERS:

SAMPLE: AQ number: 530

PJOBTYPE Would you say this job (is/was)...

1. Professional
2. Managerial
3. Technical
4. or some other type (INCLUDE CLERICAL, UNSKILLED LABOR, ETC.)

ITERS:

SAMPLE: AQ number: 529

PJOBSTANDARD How much were you earning with PJOBEMPLOYER in (December 1993/stopdate)? Please include any commissions, tips or bonuses.

ITERS:

SAMPLE: AQ number: 526

PJOBSTANDARD PER Was that...

1. Per hour (Hourly rate)
2. Per day (Daily rate)
3. Per week (Weekly)
4. Per month (Monthly)
5. Per year (Annual salary)

ITERS:

SAMPLE: AQ number: 527

PJOBSALARY_CHECK You said you make "PJOBSTSALARY" per "PJOBSTSALARYPER". Is that right?

1. YES
2. NO

ITERS:

SAMPLE: AQ number: 528

PJOBSECT Is "PJOBEMPLOYER" ... SAMPLE: ASK ONLY IF OCC/IND IS UNCODED

1. a for-profit firm or private individual
2. a non-profit organization
3. a branch of the Federal government
4. part of the State government
5. a local government unit or
6. are you self-employed?

ITERS:

SAMPLE: AQ number: 530
PJOBDEGREE
Was a college degree required to obtain this job?  

AQ number: 531

1   YES  
2   NO  

ITERS:
RANGE:  
QXQ: No Q x Q needed.  

SAMPLE:  

SKIP:

INSTRUCTIONS:

PJOBOBTAIND
How did you find out about this job?  

AQ number: 532

1 REFERRED BY FAMILY, FRIENDS, PROFESSORS  
2 WANT AD  
3 CAMPUS JOB PLACEMENT OFFICE  
4 EXPLORED POSSIBLE JOB OPPORTUNITIES THROUGH INTERVIEW  
5 WAS RECRUITED BY HEADHUNTER /EMPLOYMENT AGENCY/RECRUITER  
6 ADVANCEMENT IN COMPANY WHERE PREVIOUSLY EMPLOYED  
7 VOLUNTEER/INTERNSHIP WORK IN FIELD  
8 CONTACTED IN RESPONSE TO BLIND RESUME  
9 RECRUITING FAIR  
10 PROFESSIONAL OR TRADE JOURNAL  
11 JOB ANNOUNCEMENT IN UNEMPLOYMENT OFFICE  
12 PROFESSIONAL MEETING  
13 RESPONSE TO WANT AD I PLACED  
14 OTHER  

ITERS:
RANGE:  
QXQ: Campus job placement office: office is a part of the college or university.  
Headhunter: recruits personnel for corporations.  
Recruiting fair: gathering to inform individuals seeking employment about jobs available from various employers.  

SAMPLE:

SKIP:

INSTRUCTIONS:

PJOBOFFERSF
Did you receive any other job offers for similar positions in this field?  

AQ number: 533

1   YES  
2   NO  

ITERS:
RANGE:  
QXQ: No Q x Q needed.  

SAMPLE:  

SKIP: IF PJOBOFFERSF = 2 THEN GOTO PJOBRELATED2

INSTRUCTIONS:

PJOBOFFERSO  AQ Number: 534
How many other job offers did you receive?  

AQ number: 534

1/900

ITERS:
RANGE:  
QXQ: No Q x Q needed.  

SAMPLE:  

SKIP:

INSTRUCTIONS:

PJOBRELATED2
How closely related is this job to your field of study?  

AQ number: 535

1 closely  
2 somewhat  
3 not at all  

ITERS:
RANGE:  
QXQ: Field of study is the most current field of study. If R is not in graduate school, then the field of study refers to the Baccalaureate degree major.  

SAMPLE:  

SKIP: IF PJOBRELATED = 1 or 2 THEN GOTO PJOBSATISFY

INSTRUCTIONS:
PJOBREASON
AQ number: 536
What was your main reason for taking this job?

SAMPLE:
1 ONLY JOB I COULD FIND
2 PAY WAS BETTER THAN OTHER JOB(S)
3 HELD JOB PRIOR TO GRADUATING
4 CURIOUS ABOUT THIS TYPE OF WORK
5 BETTER OPPORTUNITY FOR ADVANCEMENT
6 OPPORTUNITY TO HELP PEOPLE / BE USEFUL TO SOCIETY
7 WANTED TO WORK IN A "MANUAL" OCCUPATION
8 OTHER

ITERS:
QXQ: "Manual" occupation: a job that involves working with your hands.

PJOBSATISFY AQ Number: 537
Were you satisfied with the pay at PJOBEMPLOYER? Were you...

SAMPLE:
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
QXQ: No Q x Q needed.

PJOBSATISFACTION AQ number: 538
Were you satisfied with the fringe benefits at "PJOBEMPLOYER"? Were you...

SAMPLE:
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
QXQ: Fringe Benefits: Any non-salary benefits offered by an employer to its employees. Examples:
- Group health insurance
- Paid vacation time
- Company child care program
- Paid sick leave

PJOBSATISFY(1) AQ number: 539
Were you satisfied with the importance and challenge of your job at "PJOBEMPLOYER"? Were you...

SAMPLE:
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
QXQ: No Q x Q needed.

PJOBSATISFY(2) AQ number: 540
Were you satisfied with the working conditions at "PJOBEMPLOYER"? Were you...

SAMPLE:
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
QXQ: No Q x Q needed.

PJOBSATISFY(3) AQ number: 541
Were you satisfied with your opportunity for promotion at "PJOBEMPLOYER"? Were you...

SAMPLE:
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
QXQ: No Q x Q needed.
PJOBSATISFY(4) Were you satisfied with job security at "PJOBEMPLOYER"? Were you...
AQ number: 542
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS: RANGE:
QXQ: Job security deals with how likely it is that a particular job will be phased out in a given time or how likely the R is to be fired or laid off.

SAMPLE:

PJOBSATISFY(5) Were you satisfied with your supervisor at "PJOBEMPLOYER"? Were you...
AQ number: 543
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS: RANGE:
QXQ: No Q x Q needed.

SAMPLE:

PJOBSATISFY(6) Were you satisfied with your relationships with co-workers at "PJOBEMPLOYER"? Were you...
AQ number: 544
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS: RANGE:
QXQ: No Q x Q needed.

SAMPLE:

PJOBSATISFY(7) Were you satisfied with your opportunity for further education at "PJOBEMPLOYER"? Were you...
AQ number: 545
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS: RANGE:
QXQ: No Q x Q needed.

SAMPLE:

PJOBPOTENTIAL Would you say your job at "PJOBEMPLOYER" had...
AQ number: 546
1 Definite career potential
2 Possible career potential or
3 Not much career potential

ITERS: RANGE:
QXQ: No Q x Q needed.

SAMPLE:

PJOBBEFITS1 AQ Number: 547 Did your job at "PJOBEMPLOYER" provide:
Health or dental insurance
1 YES
2 NO

ITERS: RANGE:
QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

SAMPLE:

PJOBBEFITS2 AQ Number: 548 Did your job at "PJOBEMPLOYER" provide:
Retirement benefits
1 YES
2 NO

ITERS: RANGE:
QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.
PJOBBENEFITS3 AQ Number: 549 Did your job at "PJOBEMPLOYER" provide: Paid vacation or holidays

1       YES
2       NO

ITERS: RANGE:

QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

PJOBBENEFITS4 AQ Number: 550 Did your job at "PJOBEMPLOYER" provide: Paid sick leave

1       YES
2       NO

ITERS: RANGE:

QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

PJOBBENEFITS5 AQ Number: 551 Did your job at "PJOBEMPLOYER" provide: Tuition Reimbursement Benefits

1       YES
2       NO

ITERS: RANGE:

QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

PJOBBENEFITS6 AQ Number: 552 Did your job at "PJOBEMPLOYER" provide: Family related benefits such as maternity leave, child care or elder care

1       YES
2       NO

ITERS: RANGE:

QXQ: Family related benefits include maternity or paternity leave, on-site child care, child care assistance, elder care, and sick child care.

TEACH AQ number: 559 Now I have some questions about teaching.

Have you ever trained or worked as a teacher at the preschool, grade school, or high school level, or are you currently considering teaching at these levels?

1       YES
2       NO

ITERS: RANGE:

QXQ: Do not include tutoring. Do not include post-secondary teaching experiences (teaching above the high school level).

CERTIFIE AQ number: 560 Are you certified or licensed by any state to teach?

1       YES
2       NO

ITERS: RANGE:

QXQ: In almost every state one must have or be working towards state certification in teaching to teach in public schools. Each state has its own certification methods and some states accept certification of another state. One does not need to have certification to teach in most state's private schools.

CERTIFIB AQ number: 561 In how many states are you currently certified?

1       YES
2       NO

ITERS: RANGE: 1/52

QXQ: No Q x Q needed.
CERTDATE
AQ number: 563
When was that certificate issued?
SAMPLE:

CERTSTAT
AQ number: 563
(Since you are certified in more than ten states, may I have the names of the ten most recent certifications)
What state is that?
ELSE
What state is the first?

CERTTYPE
AQ number: 566
What kind of certificate or license do you currently hold in that state?
SAMPLE:

NEW_QS AQ number: 567
Are you certified through an alternative certification program issued by that state?
SAMPLE:

NEW_QS2 AQ Number: 568
What type of alternative certification program did you complete? (RECORD VERBATIM)
SAMPLE:

OTHCERT AQ number: 570
Do you have certification from other accrediting organizations (such as private schools)?
SAMPLE:
FIELD cer  What level(s) are you certified to teach?  
AQ number: 571  
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

1 PREKINDERGARTEN  
2 KINDERGARTEN  
3 LOWER ELEMENTARY  
4 UPPER ELEMENTARY  
5 MIDDLE SCHOOL/JUNIOR HIGH  
6 HIGH SCHOOL  
ITERS:  
RANGE:  
QXQ: Lower elementary = grades 1-3  
Upper elementary = grades 4-6  
Middle school = grades 6-9  
High school = grades 9-12  
INSTRUCTIONS:  

FIELD END  In addition to your "CERTYPE" certificate, do you have any other teaching certificates or special subject endorsements?  
AQ number: 573  
1 YES  
2 NO  
ITERS:  
RANGE:  
QXQ: No Q x Q needed.  
INSTRUCTIONS: DO NOT ASK IF TEACHES HIGH SCHOOL  

FIELD cer2  In what subject fields are you certified?  
AQ number: 574  
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED  
BUSINESS AND VOCATIONAL  
01 ACCOUNTING  
02 AGRICULTURE  
03 BUSINESS, MARKETING  
04 HEALTH OCCUPATIONS  
05 HOME ECONOMICS  
06 INDUSTRIAL ARTS  
07 MILITARY SCIENCE  
08 TECHNICAL  
09 TRADE AND INDUSTRY  
10 OTHER VOCATIONAL EDUCATION  
SCIENCE AND MATHEMATICS  
11 BIOLOGY/LIFE SCIENCE  
12 CHEMISTRY  
13 GEOLOGY/earth SCIENCE/SPACE SCIENCE  
14 PHYSICS  
15 COMPUTER SCIENCE  
16 MATHEMATICS  
17 GENERAL AND ALL OTHER SCIENCE  
FOREIGN LANGUAGES  
18 BILINGUAL EDUCATION  
19 FRENCH  
20 GERMAN  
21 LATIN  
22 RUSSIAN  
23 SPANISH  
24 OTHER FOREIGN LANGUAGES  
SPECIAL EDUCATION  
25 BASIC SKILLS AND REMEDIAL EDUCATION  
26 DEAF AND HARD OF HEARING  
27 EMOTIONALLY DISTURBED  
28 GIFTED  
29 MENTALLY RETARDED  
30 MILDLY HANDICAPPED  
31 ORTHOPEDICALLY HANDICAPPED  
32 SEVERELY HANDICAPPED  
33 SPECIFIC LEARNING DISABILITIES  
34 SPEECH/LANGUAGE IMPAIRED  
35 VISUALLY HANDICAPPED  
36 SPECIAL EDUCATION, GENERAL

54
BESTQUAL

In which of those fields are you best qualified to teach?

SAMPLE:

AQ number: 577

BUSINESS AND VOCATIONAL

01 ACCOUNTING
02 AGRICULTURE
03 BUSINESS, MARKETING
04 HEALTH OCCUPATIONS
05 HOME ECONOMICS
06 INDUSTRIAL ARTS
07 MILITARY SCIENCE
08 TECHNICAL
09 TRADE AND INDUSTRY
10 OTHER VOCATIONAL EDUCATION

SCIENCE AND MATHEMATICS

11 BIOLOGY/LIFE SCIENCE
12 CHEMISTRY
13 GEOLOGY/EarTH SCIENCE/SPACE SCIENCE
14 PHYSICS
15 COMPUTER SCIENCE
16 MATHEMATICS
17 GENERAL AND ALL OTHER SCIENCE

FOREIGN LANGUAGES

18 BILINGUAL EDUCATION
19 FRENCH
20 GERMAN
21 LATIN
22 RUSSIAN
23 SPANISH
24 OTHER FOREIGN LANGUAGES

SPECIAL EDUCATION

25 BASIC SKILLS AND REMEDIAL EDUCATION
26 DEAF AND HARD OF HEARING
27 EMOTIONALLY DISTURBED
28 GIFTED
29 MENTALLY RETARDED
30 MILDLY HANDICAPPED
31 ORTHOPEDICALLY HANDICAPPED
32 SEVERELY HANDICAPPED
33 SPECIFIC LEARNING DISABILITIES

37 OTHER SPECIAL EDUCATION
38 ENGLISH AS A SECOND LANGUAGE
39 ENGLISH LANGUAGE ARTS
40 JOURNALISM
41 READING

SOCIAL SCIENCES

42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)
43 PHILOSOPHY
44 RELIGION
45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)

THE ARTS

46 ART
47 DANCE
48 DRAMA/THEATER
49 MUSIC

OTHER

50 PHYSICAL EDUCATION/HEALTH
51 GENERAL ELEMENTARY
52 KINDERGARTEN
53 PREKINDERGARTEN
54 ALL OTHERS

ITERS:

QXQ: No Q x Q needed.

INSTRUCTIONS:

========================================================================================================================================================================
34 SPEECH/LANGUAGE IMPAIRED
35 VISUALLY HANDICAPPED
36 SPECIAL EDUCATION, GENERAL
37 OTHER SPECIAL EDUCATION

ENGLISH/LANGUAGE ARTS
38 ENGLISH AS A SECOND LANGUAGE
39 ENGLISH LANGUAGE ARTS
40 JOURNALISM
41 READING

SOCIAL SCIENCES
42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)
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46 ART
47 DANCE
48 DRAMA/THEATER
49 MUSIC

OTHER
50 PHYSICAL EDUCATION/HEALTH
51 GENERAL ELEMENTARY
52 KINDERGARTEN
53 PREKINDERGARTEN
54 ALL OTHERS

ITERS: RANGE:
QXQ: Get R's personal evaluation of what they are best qualified to teach, not necessarily what R is best trained or educated in.

========================================================================================================================================================================

APPLICAT: Beginning around your graduation, how many applications for teaching positions have you submitted? SAMPLE:
AQ number: 578
SKIP: IF "APPLICAT" = 0 THEN GOTO "NEVAPPLI"

ITERS: RANGE: 0/500
QXQ: "Graduation" refers to your recent graduation from your bachelor degree program.

========================================================================================================================================================================

OFFERS: How many offers for teaching positions have you received? SAMPLE:
AQ number: 579
SKIP: IF "OFFERS" = 0 THEN GOTO B4DEGREE

ITERS: RANGE: 0/100
QXQ: Teaching offers can be formal or informal, written or verbal.

========================================================================================================================================================================

ACCOFFER: Did you accept (THAT OFFER/ANY OF THOSE OFFERS)? SAMPLE:
AQ number: 581

1    YES
2    NO

ITERS: RANGE:
QXQ: No Q x Q needed.

========================================================================================================================================================================

NEVAPPLI: What are the reasons you did not apply for a teaching position? SAMPLE:
AQ number: 582
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

1    ALREADY HAD TEACHING JOB
2    NOT INTERESTED IN TEACHING
3    NEEDED MORE EDUCATION
4    HAD COURSEWORK BUT NOT READY TO APPLY
5    JOBS HARD TO GET
6    STUDENT TEACHING WAS DISCOURAGING
7    MORE MONEY OR PRESTIGE IN OTHER JOB
8    WANTED OTHER OCCUPATION
9    HAVEN'T TAKEN OR COULDN'T PASS THE REQUIRED TEST OR NOT YET CERTIFIED
10   OTHER

ITERS: RANGE:
QXQ: No Q x Q needed.
NOTACCEPT
A\Q number: 583
Why did you not accept a teaching position?
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
1 RECEIVED OFFER AFTER ANOTHER JOB WAS ACCEPTED
2 PAY WAS NOT ADEQUATE
3 JOB OFFER WAS TOO FAR AWAY FROM HOME
4 JOB OFFER WAS IN A DANGEROUS OR DIFFICULT SCHOOL
5 OFFER WAS NOT IN AREA FOR WHICH QUALIFIED
6 ANOTHER JOB OFFERED MORE INTERESTING AND CHALLENGING WORK
7 OTHER
ITERS:
QXQ: Code all that apply. If respondent indicates an "other" and it seems similar to a category, probe to see if respondent agrees that that category should be chosen instead.

B4DEGREE
A\Q number: 584
Were you employed as a teacher by a school or district other than as a student or substitute teacher before completing your degree requirements?
1 YES
2 NO
ITERS: 1
RANGE:
QXQ: "Your degree requirements" refers to the requirements for your recently obtained bachelor degree.
INSTRUCTIONS:

TJOBS
A\Q number: 585
Have you held any teaching jobs in a school since earning your degree? (DO NOT INCLUDE STUDENT TEACHING, SUBSTITUTE TEACHING, TUTORING or TEACHER’S AIDES)
1 YES
2 NO
ITERS: 1
RANGE:
QXQ: Do not include student teaching, substitute teaching, tutoring or teacher aide positions.
INSTRUCTIONS:

JOBST
A\Q number: 587
Which of the following jobs were teaching jobs? CODE ALL THAT APPLY
INSERT JOB LIST FROM JOBNAME
ITERS:
RANGE:
QXQ: No QXQ needed.
INSTRUCTIONS:

SCHLNAME
A\Q number: 589
Please tell me a little about the most recent school you taught at; the state and city it is in and the name of the school
School Name:
ELSEC SCHOOL CODING MODULE
ITERS: 1
RANGE:
QXQ: If R worked at multiple schools, ask the following series about the school where he/she worked the most number of hours or the school he/she considered to be the home base school.
INSTRUCTIONS:

STARTJOB
A\Q number: 595
When did you start that teaching job?
1/12, 91/94
ITERS: 1
RANGE:
QXQ: If R was employed as a teacher for any portion of a month (even just one day), R is considered employed at that teaching job for that month.
INSTRUCTIONS: DATE ENTERED MUST BE LESS THAN CURRENT DATE AND GREATER THAN GRADUATION DATE
CURRENT
AQ number: 597
Are you currently employed at this job? (Teachers on summer vacation and planning to return to the same public school district or to the same school next year, code yes.)

1 YES
2 NO

ITERS: 1
RANGE: No Q x Q needed.

ENDJOB
AQ number: 598
When did you end that job?

ITERS: 1
RANGE: 1/12, 92/94
QXQ: If R was employed as a teacher for any portion of a month (even just one day), R is considered employed at that teaching job for that month.

GRADESTA
AQ number: 606
The following series refers to your full teaching assignment at all schools you were employed at between STARTJOB and ENDJOB.

What grades did/do you teach on this job?

QXQ: No Q x Q needed.

MOSTTAUG
AQ number: 609
What grade did/do you teach the most?

QXQ: Main grade is the grade with the most students

========================================================================================================================================================================

CURRENT
AQ number: 597

ITERS: 1
RANGE: No Q x Q needed.

ENDJOB
AQ number: 598

ITERS: 1
RANGE: 1/12, 92/94
QXQ: If R was employed as a teacher for any portion of a month (even just one day), R is considered employed at that teaching job for that month.

GRADESTA
AQ number: 606

ITERS: 1
RANGE: No Q x Q needed.

MOSTTAUG
AQ number: 609

ITERS: 1
RANGE: No Q x Q needed.

========================================================================================================================================================================
What fields (DO/DID) you teach at this job?  
CODE ALL THAT APPLY  
BUSINESS AND VOCATIONAL  
01 ACCOUNTING  
02 AGRICULTURE  
03 BUSINESS, MARKETING  
04 HEALTH OCCUPATIONS  
05 HOME ECONOMICS  
06 INDUSTRIAL ARTS  
07 MILITARY SCIENCE  
08 TECHNICAL  
09 TRADE AND INDUSTRY  
10 OTHER VOCATIONAL EDUCATION  
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34 SPEECH/LANGUAGE IMPAIRED  
35 VISUALLY HANDICAPPED  
36 SPECIAL EDUCATION, GENERAL  
37 OTHER SPECIAL EDUCATION  
ENGLISH/LANGUAGE ARTS  
38 ENGLISH AS A SECOND LANGUAGE  
39 ENGLISH LANGUAGE ARTS  
40 JOURNALISM  
41 READING  
SOCIAL SCIENCES  
42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)  
43 PHILOSOPHY  
44 RELIGION  
45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)  
THE ARTS  
46 ART  
47 DANCE  
48 DRAMA/THEATER  
49 MUSIC  
OTHER  
50 PHYSICAL EDUCATION/HEALTH  
51 GENERAL ELEMENTARY  
52 KINDERGARTEN  
53 PREKINDERGARTEN  
54 ALL OTHERS  

ITERS: 1  

INSTRUCTIONS: CODE ALL THAT APPLY.
**OTHFIELD**

What (IS/WAS) the main field you (TEACH/TAUGHT) at this job?  

**SAMPLE:**

AQ number: 613

<table>
<thead>
<tr>
<th>Business and Vocational Education</th>
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</tr>
</thead>
<tbody>
<tr>
<td>01 Accounting</td>
<td></td>
</tr>
<tr>
<td>02 Agriculture</td>
<td></td>
</tr>
<tr>
<td>03 Business, Marketing</td>
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</tr>
<tr>
<td>04 Health Occupations</td>
<td></td>
</tr>
<tr>
<td>05 Home Economics</td>
<td></td>
</tr>
<tr>
<td>06 Industrial Arts</td>
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<tr>
<td>07 Military Science</td>
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<tr>
<td>08 Technical</td>
<td></td>
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<tr>
<td>09 Trade and Industry</td>
<td></td>
</tr>
<tr>
<td>10 Other Vocational Education</td>
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</tbody>
</table>

**Science and Mathematics**

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>11 Biology/Life Science</td>
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</tr>
<tr>
<td>12 Chemistry</td>
<td>12 Chemistry</td>
</tr>
<tr>
<td>13 Geology/Earth Science</td>
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</tr>
<tr>
<td>14 Physics</td>
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</tr>
</tbody>
</table>

**Foreign Languages**

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<tr>
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<tbody>
<tr>
<td>18 Bilingual Education</td>
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</tr>
<tr>
<td>19 French</td>
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</tr>
<tr>
<td>20 German</td>
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<tr>
<td>21 Latin</td>
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<tr>
<td>22 Russian</td>
<td>22 Russian</td>
</tr>
<tr>
<td>23 Spanish</td>
<td>23 Spanish</td>
</tr>
<tr>
<td>24 Other Foreign Languages</td>
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</tr>
</tbody>
</table>

**Special Education**

<table>
<thead>
<tr>
<th>Special Education</th>
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</tr>
</thead>
<tbody>
<tr>
<td>25 Basic Skills and Remedial Education</td>
<td>25 Basic Skills and Remedial Education</td>
</tr>
<tr>
<td>26 Deaf and Hard of Hearing</td>
<td>26 Deaf and Hard of Hearing</td>
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<tr>
<td>27 Emotionally Disturbed</td>
<td>27 Emotionally Disturbed</td>
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<td>28 Gifted</td>
<td>28 Gifted</td>
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<td>29 Mentally Retarded</td>
<td>29 Mentally Retarded</td>
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<tr>
<td>30 Mildly Handicapped</td>
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<td>31 Orthopedically Handicapped</td>
<td>31 Orthopedically Handicapped</td>
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<tr>
<td>32 Severely Handicapped</td>
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<tr>
<td>33 Specific Learning Disabilities</td>
<td>33 Specific Learning Disabilities</td>
</tr>
<tr>
<td>34 Speech/Language Impaired</td>
<td>34 Speech/Language Impaired</td>
</tr>
<tr>
<td>35 Visually Handicapped</td>
<td>35 Visually Handicapped</td>
</tr>
<tr>
<td>36 Special Education, General</td>
<td>36 Special Education, General</td>
</tr>
<tr>
<td>37 Other Special Education</td>
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</tr>
</tbody>
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**English/Language Arts**

<table>
<thead>
<tr>
<th>English/Language Arts</th>
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<tbody>
<tr>
<td>38 English as a Second Language</td>
<td>38 English as a Second Language</td>
</tr>
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<td>39 English Language Arts</td>
<td>39 English Language Arts</td>
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<td>40 Journalism</td>
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<td>41 Reading</td>
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**Social Sciences**

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<thead>
<tr>
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<th>Social Sciences</th>
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<tbody>
<tr>
<td>42 American Indian Studies (Native American)</td>
<td>42 American Indian Studies (Native American)</td>
</tr>
<tr>
<td>43 Philosophy</td>
<td>43 Philosophy</td>
</tr>
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<td>44 Religion</td>
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**The Arts**

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</tr>
<tr>
<td>47 Dance</td>
<td>47 Dance</td>
</tr>
<tr>
<td>48 Drama/Theater</td>
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<td>49 Music</td>
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**Other**

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<td>50 Physical Education/Health</td>
<td>50 Physical Education/Health</td>
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<td>51 General Elementary</td>
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<td>52 Kindergarten</td>
<td>52 Kindergarten</td>
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<tr>
<td>53 PreKindergarten</td>
<td>53 PreKindergarten</td>
</tr>
<tr>
<td>54 All Others</td>
<td>54 All Others</td>
</tr>
</tbody>
</table>

**ITERS: 1**

**RANGE:**

**AQX: MAIN FIELD IS THE FIELD WITH THE MOST STUDENTS**

**INSTRUCTIONS:** SELECT CODES FROM RESPONSES TO MAINFIELD.
NPREPARE
AQ number: 614
(Are you/were you) teaching any field for which you feel you (are not/were not) adequately prepared?

1 YES
2 NO

SKIP: IF NPREPARE = 2, REF, DK, MISSING THEN

ITERS: 1
RANGE:

QXQ: Get R's personal evaluation of what they are not adequately prepared to teach, not necessarily what R is least trained or educated in.

INSTRUCTIONS:

NPREPARE2
AQ number: 615
What fields (are you/were you) teaching that you feel you (are not/were not) adequately prepared to teach?

BUSINESS AND VOCATIONAL
01 ACCOUNTING
02 AGRICULTURE
03 BUSINESS, MARKETING
04 HEALTH OCCUPATIONS
05 HOME ECONOMICS
06 INDUSTRIAL ARTS
07 MILITARY SCIENCE
08 TECHNICAL
09 TRADE AND INDUSTRY
10 OTHER VOCATIONAL EDUCATION

SCIENCE AND MATHEMATICS
11 BIOLOGY/LIFE SCIENCE
12 CHEMISTRY
13 GEOLOGY/Earth SCIENCE/SPACE SCIENCE
14 PHYSICS
15 COMPUTER SCIENCE
16 MATHEMATICS
17 GENERAL AND ALL OTHER SCIENCE

FOREIGN LANGUAGES
18 BILINGUAL EDUCATION
19 FRENCH
20 GERMAN
21 LATIN
22 RUSSIAN
23 SPANISH
24 OTHER FOREIGN LANGUAGES

SPECIAL EDUCATION
25 BASIC SKILLS AND REMEDIAL EDUCATION
26 DEAF AND HARD OF HEARING
27 EMOTIONALLY DISTURBED
28 GIFTED
29 MENTALLY RETARDED
30 MILDLY HANDICAPPED
31 ORTHOPEDICALLY HANDICAPPED
32 SEVERELY HANDICAPPED
33 SPECIFIC LEARNING DISABILITIES
34 SPEECH/LANGUAGE IMPAIRED
35 VISUALLY HANDICAPPED
36 SPECIAL EDUCATION, GENERAL
37 OTHER SPECIAL EDUCATION

ENGLISH/LANGUAGE ARTS
38 ENGLISH AS A SECOND LANGUAGE
39 ENGLISH LANGUAGE ARTS
40 JOURNALISM
41 READING

SOCIAL SCIENCES
42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)
43 PHILOSOPHY
44 RELIGION
45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)
QXQ: We would like their own personal evaluation of what SUBJECT they are not adequately prepared to teach, not necessarily what they are least trained or educated in, etc.

FULLPART (DO/DID) you work full-time or part-time as a classroom teacher?

AQ number: 616

1 FULL-TIME
2 PART-TIME

ITERS: 1
RANGE:
QXQ: Full-time = more than 35 hours a week.
Part time = 35 hours or less a week.

TRAININDUCTION During your first year on this job did you participate in a teacher induction program?

AQ number: 617

1 YES
2 NO

ITERS: 1
RANGE:
QXQ: Formal program offered by the school, school district, union or teacher's association to help beginning teachers become adapted to the school environment.

SALARY What was your academic year base salary for this job?

AQ number: 618

ITERS: 1
RANGE: 4500/120000
QXQ: If R's salary changed during the academic year, select whichever salary was in effect for the longer time. If each in effect for the same amount of time, select the most recent.

LENGTH What was the length of your contract for the last academic year (in months)?

AQ number: 619

ITERS: 1
RANGE: 1/12
QXQ: Contract period distinguishes the number of months of expected service during the school year, usually 9 or 12 months.

ASSIGME The following questions refer to (YOUR CURRENT/LAST TEACHING JOB).

AQ number: 621

(IS/WAS) the workload given to you by your school (the students or classes you teach/taught) more difficult than those of other teachers at your school.

1 YES
2 NO
3 NOT SURE

ITERS:
RANGE:
QXQ: No QXQ needed.
If you could go back to your college days and start over again, would you become a teacher or not?

1 Yes
2 No
3 Not Sure

Please tell me if you agree or disagree that your school (IS/WAS) effective in helping new teachers with:

1 Agree
2 Disagree

(Please tell me if you agree or disagree that your school (IS/WAS) effective in helping new teachers with:)

1 Agree
2 Disagree

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1 Agree
2 Disagree

(Please tell me if you agree or disagree that your school (IS/WAS) effective in helping new teachers with:)

1 Agree
2 Disagree

Will you be teaching next fall?

1 Yes
2 No
3 Hoping to but don't know

If you could go back to your college days and start over again, would you become a teacher or not?

Please tell me if you agree or disagree that your school (IS/WAS) effective in helping new teachers with:

Student discipline.

Instructional methods.

Curriculum.

Adjusting to school environment.

If you could go back to your college days and start over again, would you become a teacher or not?

Please tell me if you agree or disagree that your school (IS/WAS) effective in helping new teachers with:

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Student discipline.

Instructional methods.

Curriculum.

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If you could go back to your college days and start over again, would you become a teacher or not?

Please tell me if you agree or disagree that your school (IS/WAS) effective in helping new teachers with:

Student discipline.

Instructional methods.

Curriculum.

Adjusting to school environment.

If you could go back to your college days and start over again, would you become a teacher or not?
LEFT EACH
Aq number: 628
What is the primary reason you decided not to continue teaching? SAMPLE:
1 HOMEMAKER/CARE FOR CHILDREN/PREGNANCY SKIP:
2 DISSATISFACTION WITH STUDENTS ASSIGNED TO TEACH
3 DISSATISFACTION WITH WORKING CONDITIONS
4 DISSATISFACTION WITH SALARY AND BENEFITS
5 DISSATISFACTION WITH OPPORTUNITY FOR PROFESSIONAL GROWTH
6 DISSATISFACTION WITH CO-WORKERS
7 WANTED MORE CHALLENGING WORK
8 WANTED LESS DEMANDING JOB (TIME AND/OR ENERGY)
9 MOVED OR MOVING TO A DIFFERENT LOCATION
10 HEALTH REASONS
11 CANNOT FIND TEACHING JOB/LAID OFF/CANNOT CONTINUE
12 GOING BACK TO SCHOOL
13 OTHER
ITERS: RANGE:
QXQ: No Q x Q needed.

EMPLOYER TRAINING
AQ number: 631
Now we'd like to find out about any training APRILJOBEMPLOYER might have sponsored SAMPLE: ASK ONLY IF EMPLOYED DURING APRIL 1994 or provided...
In the past twelve months, did APRILJOBEMPLOYER provide any training other than informal on-the-job training or tuition reimbursed courses taken through a regular college you told me about earlier?
1 YES SKIP: IF EMPLOYERTRAINING = 2, REF, DK, MISSING
2 NO THEN GOTO OTHERTRAIN
ITERS: RANGE:
QXQ: No Q x Q needed.
INSTRUCTIONS: IF NO APRIL JOB SKIP TO OTHERTRAIN

EMPLOYER TRAINING TYPE (N)
AQ number: 632
Was this training part of a formal training program? SAMPLE:
1 YES SKIP:
2 NO
ITERS: RANGE:
QXQ: Formal training program: a structured training program following a planned schedule in which what is being taught, how it is to be taught, and when it is to be taught is determined before the start of the training.
INSTRUCTIONS:

EMPLOYER TRAINING (N) _ N
AQ number: 633
How many courses, formal training seminars, or other training activities did "APRILJOBEMPLOYER" provide? SAMPLE:
SKIP:
ITERS: RANGE: 1/20
QXQ: This is the number of different seminars or courses R participated in during the last 12 months that were provided by the employer named. Pick up the number of seminars, not the number of sessions.
INSTRUCTIONS:

EMPLOYER TRAINING CONTENT
AQ number: 634
Did any of this training cover.... (CODE ALL THAT APPLY AND INSERT EXIT SCREEN SAMPLE:
WHEN FINISHED)
1 executive or management development SKIP:
2 supervision
3 professional development
4 word processing or computer software packages
5 specialized technical skills
6 job health and safety
7 quality control or statistical process control
8 sales or marketing
9 OTHER
ITERS: RANGE:
QXQ: Professional development includes training in R's specific profession. Example: advanced nursing training for nurses, training in a new aircraft for flight attendants, etc.
EMPTRAINTAUGHT(N)  Who conducted this training? Was any of the training...
AQ number: 635  CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
1  conducted by another employee of your company  SKIP:
2  conducted by an outside consultant or company
3  conducted by your union
4  offered by a college or other educational institution
5  was it provided in some other way
ITERS:  RANGE:  QXQ: No QxQ needed.  INSTRUCTIONS: CODE ALL THAT APPLY

REQUIREDTOKEEP(N)  Was any of this training required by your employer in order for you to keep your job?
AQ number: 636
1  YES  SKIP:
2  NO
ITERS:  RANGE:  QXQ: No QxQ needed.  INSTRUCTIONS:

REQUIREDTOADVANCET(N)  Was any of this training necessary to get a promotion on your job?
AQ number: 637
1  YES  SKIP:
2  NO
ITERS:  RANGE:  QXQ: No QxQ needed.  INSTRUCTIONS:

LENGTHHOURST(N)  All together, how much time did you spend in training during the last year?
AQ number: 638  Hours
Days  Weeks
SKIP: IF LENGTHHOURST IS NOT DK OR REF THEN GOTO OTHERTRAIN
ITERS:  RANGE: 1/2000  QXQ: If necessary, ask for the average number of hours each week spent in training over the last year.

LENGTHWEEKST(N)  Would you say the total number of hours you spent in training last year was...
AQ number: 640
1  1-10 hours  SKIP:
2  11-20 hours
3  21-40 hours
4  41-80 hours
5  81-120 hours
6  121-360 hours
7  361-500 hours
8  more than 500 hours
ITERS:  RANGE:  QXQ: No QxQ needed.  INSTRUCTIONS:

OTHERTRAIN  During the past 12 months, did you personally pay to attend any other training courses related to work you are currently doing or would like to do?
AQ number: 641
1  YES  SKIP: IF OTHERTRAIN = 2, DK, REF THEN GOTO EMPEXPECT2
2  NO
ITERS:  QXQ: Exclude for-credit courses already covered.  INSTRUCTIONS:
OTHERTRAINCONTENT
AQ number: 642
Did any of these courses cover... SAMPLE:
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
1 executive or management development SKIP:
2 supervision
3 professional development
4 word processing or computer software packages
5 specialized technical skills
6 job health and safety
7 quality control or statistical process control
8 sales or marketing
9 OTHER
IETERS:
RANGE:
AQ number: 643
Were any of these courses required by your employer to get or keep your job? SAMPLE:
1 YES SKIP:
2 NO
IETERS:
RANGE:
AQ number: 644
Were any of these courses necessary to get a promotion on your job? SAMPLE:
1 YES SKIP:
2 NO
IETERS:
RANGE:
AQ number: 645
All together, how much time did you spend taking these courses in the last year? SAMPLE:
1/2000
IETERS:
RANGE:
AQ number: 647
Would you say the total number of hours you spent in these courses last year was... SAMPLE:
1 1-10 hours SKIP:
2 11-20 hours
3 21-40 hours
4 41-80 hours
5 81-120 hours
6 121-360 hours
7 361-500 hours
8 more than 500 hours
IETERS:
RANGE:
EMPEXPECT2
Two years from now, do you expect to be working full time?
SAMPLE:
1 YES
2 NO

SKIP: IF EMPEXPECT2 = 2, REF, DK, MISSING THEN

GOTO OCCEXPECTLONG

ITERS:

QXQ: The key word is "expect." If R hopes to be working full-time, but expects to be working only part-time, code "NO."

Full-time employment: a person works 35 or more hours per week at a given job.

OCCEXPECT2
What do you expect your occupation will be two years from now?
SAMPLE:
AQ number: 649

(INTERVIEWER: PROBE ABBREVIATIONS AND CODE OCCUPATION)

SKIP:

ITERS:

RANGE:

QXQ: The key word is "expect." If R hopes to be working as an architect, but expects to be working as a draftsman, code "DRAFTSMAN."

INSTRUCTIONS: NCES online coding program

OCCEXPECTLONG
What do you expect your occupation to be in the long term?
SAMPLE:
AQ number: 652

1 THE SAME
2 SOMETHING ELSE (PLEASE CODE OCCUPATION ON THE NEXT SCREEN)

SKIP: IF OCCEXPECTLONG = 1 THEN GOTO OCCCHOICE

ITERS:

RANGE:

QXQ: Longer-term: Ten years from now.

The key word is "expect." If R hopes to be working as an architect, but expects to be working as a draftsman, code "DRAFTSMAN."

INSTRUCTIONS: USE NCES PROGRAM FOR CODING OCCUPATION

OCCCHOICE
What factors are important to you in determining the type of work you plan to do in the future? (What kind of things are important to you in working in that occupation?) CODE ALL THAT APPLY
AQ number: 655

1 PREVIOUS WORK EXPERIENCE IN THE AREA
2 GOOD INCOME TO START
3 GOOD INCOME POTENTIAL OVER CAREER
4 JOB SECURITY
5 PRESTIGE AND STATUS
6 INTERESTING WORK
7 INTELLECTUALLY CHALLENGING WORK
8 FREEDOM TO MAKE OWN DECISIONS AT WORK
9 INTERACTION WITH PEOPLE
10 ABLE TO WORK INDEPENDENTLY OF OTHERS
11 ALLOWS FOR A GREAT DEAL OF TRAVEL
12 ALLOWS FOR ROOTS TO BE ESTABLISHED AND NOT HAVE TO MOVE FROM PLACE TO PLACE
13 TIME FOR ACTIVITIES NOT WORK RELATED
14 OTHER

SKIP:

ITERS:

RANGE:

QXQ: No Q x Q needed.

INSTRUCTIONS:

VOLWORK AQ number: 666
Now I'd like to ask you about any civic activities you might have taken part in in the last year.
Between July 1, 1993 and (June 30, 1994/current date), did you perform community service or volunteer work, other than court ordered?

1 YES
2 NO

SKIP: IF VOLWORK = 2 THEN GOTO POLVOTEPRES

ITERS:

RANGE:

QXQ: Community service or volunteer work includes (but is not limited to):

little league coach, scout leader, church related activities other than worship services, PTA, service work for a union, Jaycees, Lions
VOLHOURS  AQ number: 667        Approximately how many hours per month did you perform community service and/or volunteer work?

SAMPLE:

SKIP:

ITERS:

RANGE: 1/100

QXQ: The key word in this item is COMMUNITY.

INSTRUCTIONS:

Acceptable activities include (but are not limited to): little league coach, scout leader, church related activities, other than worship services, hospital volunteer work, PTA, service work for a union, Jaycees, Lions, etc.

========================================================================================================================================================================

CAREER  AQ number: 668         Is any of this current volunteer work or community service related to your career?

SAMPLE: 1       YES

SKIP:

2       NO

ITERS:

RANGE:

QXQ: The key word in this item is COMMUNITY.

INSTRUCTIONS:

Acceptable activities include (but are not limited to): little league coach, scout leader, church related activities, other than worship services, hospital volunteer work, PTA, service work for a union, Jaycees, Lions, etc.

========================================================================================================================================================================

POLVOTEPRES                     Did you vote in the 1992 presidential election?

SAMPLE: ASK IF MISSING FROM NPSAS

AQ number: 669

1    YES

SKIP:

2    NO

ITERS:

RANGE:

QXQ: These questions apply to all political activity from the grass-roots level to the national or international level. Include social activism that is politically related.

INSTRUCTIONS:

========================================================================================================================================================================

POLVOTE                         Since July 1992, have you voted in any local, state or national election?

SAMPLE:

AQ number: 670

1    YES

SKIP:

2    NO

ITERS:

RANGE:

QXQ: These questions apply to all political activity from the grass-roots level to the national or international level. Include social activism that is politically related.

INSTRUCTIONS:

========================================================================================================================================================================

POLMEET                         (In the past 12 months), did you go to any political meetings, rallies, dinners, or things like that?

SAMPLE:

AQ number: 671

1    YES

SKIP:

2    NO

ITERS:

RANGE:

QXQ: These questions apply to all political activity from the grass-roots level to the national or international level. Include social activism that is politically related.

INSTRUCTIONS:

========================================================================================================================================================================

POLSHOW                         In the past 12 months, did you talk to any people and try to show them why they should vote for one of the parties or candidates?

SAMPLE:

AQ number: 672

1    YES

SKIP:

2    NO

ITERS:

RANGE:

QXQ: These questions apply to all political activity from the grass-roots level to the national or international level. Include social activism that is politically related.

INSTRUCTIONS:

========================================================================================================================================================================

POLMONEY                        (In the past 12 months), did you give any money or other financial support to help the campaign for any political party or candidate?

SAMPLE:

AQ number: 673

1    YES

SKIP:

2    NO

ITERS:

RANGE:

QXQ: These questions apply to all political activity from the grass-roots level to the national or international level. Include social activism that is politically related.

INSTRUCTIONS:
POLACTION
AQ number: 674
(In the last 12 months), have you given any time or money to community action groups or other political action groups?

1    YES
2    NO

ITERS:
RANGE:
QXQ: These are groups separate from the political parties or candidates.

POLLETTER AQ number: 675
(In the past 12 months), have you written a letter to any public official to express your opinion?

1    YES
2    NO

ITERS:
RANGE:
QXQ: Public official may be elected or appointed positions.

POLBPS AQ number: 676
During the past two years have you actively campaigned for any candidate for elected office?

(INT: IF YES, CLARIFY -- Was that your own or someone else's campaign? IF SOMEONE ELSE's -- Was that paid or volunteer work?)

1 Yes, for own campaign
2 Yes, as paid worker
3 Yes, as volunteer worker
4 No

ITERS:
RANGE:
QXQ: Active involvement is a step above attending a rally or making a donation. Examples of active involvement are envelope stuffing, working in a campaign headquarters, passing out flyers, knocking on doors or speaking at a campaign rally.

RDOB Now I would like to get some background information. Our records show that your birthdate is...

(AINTERVIEWER IF NO BIRTHDATE ASK: What is your birthdate?)

ITERS:
RANGE: 1/31, 1923/1974
QXQ: No QxQ needed.

RSEX INTERVIEWER: ASK IF NOT OBVIOUS: Are you . . .

AQ number: 678
1 male
2 female

ITERS:
RANGE:
QXQ: No QxQ needed.

CITIZEN Are you a United States citizen?

AQ number: 679

1    YES
2    NO

ITERS:
RANGE:
QXQ: Code YES for dual citizenship. Code NO for green cards or temporary residency status.
AIDELIG  As a non-citizen, are you eligible for Federal aid for your schooling?  
SAMPLE:  ASK IF CITIZEN = 2

AQ number: 680

1  YES  
2  NO  

ITTER:

RANGE:

QXQ: Include only United States Federal aid for schooling, grants or loans.  

INESTRUCTIONS:

WHENCITIZENMM  When did you become a United States citizen?  
SAMPLE:  (IF R CITIZEN SINCE BIRTH CODE 96/96)

AQ number: 681

ITTER:

RANGE: 1/12, 20/94, 96  

QXQ: No Q x Q needed.  

INESTRUCTIONS:

RETHNICP  Our records show you are of Hispanic origin?  Is this correct?  
SAMPLE:  Ask if preload is missing or incorrect.

AQ number: 683

ITTER:

RANGE:


INESTRUCTIONS:  ASK IF "P_HISPOR" = 1 (YES)

RETHNICPV  Our records show you are not Hispanic?  Is this correct?  
SAMPLE:  

AQ number: 684

ITTER:

RANGE:


INESTRUCTIONS:  ASK IF "P_HISPOR" = 2 (NO) THEN "INSERT" = "are not"  

RETHNICTQ  Are you of Hispanic origin?  
SAMPLE:  Ask if preload is missing or incorrect.

AQ number: 685

ITTER:

RANGE:


INESTRUCTIONS:
HISPETHP
Our records show you are (OF/NO INSERT) "P_HISPETH". Is this correct?

AQ number: 687

1 YES THIS IS CORRECT
2 NO THIS IS NOT CORRECT

ITERS:


RRACEP
Our records show that your race is "P_RACE". Is that correct?

AQ number: 689

1 YES, IT IS CORRECT
2 NO, IT IS NOT CORRECT

ITERS:

QXQ: No QxQ needed.

RRACEQ
Are you . . .

AQ number: 690

1 White
2 Black
3 American Indian/Alaskan Native
4 Asian or Pacific Islander
5 Other

ITERS:

QXQ: White: Caucasian, Anglo-Saxon
Asian or Pacific Islander: Samoan, Guamanian, Nio Islander, Mariana Islander, Marshall Islander, Caroline Islander.
Asian Ethnicities: Chinese, Japanese, Korean, Thai, Vietnamese, Burmese, Indian, New Guinean, Indonesian, Sri Lankan, Malaysian, Nepalese, Kenpuchean (Cambodian), Lao, Thai, Brahmanese, Bangladeshi.
American Indian: A member of any of the aboriginal peoples of North America, such as the Alaskan Native, Navajo, Seminole, Cherokee, and Apache.
ASIAETHP
AQ number: 691
Our records show you are "P_ASIAN_ETH". Is this correct? 
SAMPLE: Ask only if preload indicates Asian
1 YES, THIS IS CORRECT 
2 NO, THIS IS NOT CORRECT
SKIP: IF "ASIAETHP" = 1, DK, REF, THEN GOTO "DISABILP"
ITERS:
QXQ: No QXQ needed.
INSTRUCTIONS:

ASIAETHQ
AQ number: 692
Are you . . . 
SAMPLE:
1 Chinese
2 Filipino
3 Hawaiian
4 Japanese
5 Korean
6 Vietnamese
7 Asian Indian
8 Samoan
9 Guamanian, or
10 other Asian or Pacific Islander
ITERS:
RANGE: 
QXQ: No QXQ needed.

DISABILP
AQ number: 695
Our records show that you have no disabilities or limitations. Is that still correct? 
SAMPLE: if P_HEARIMP = 1,REF,DK,MISSING AND P_SPEACH_DISABL =1,REF,DK,MISSING AND P_ORTHMOB = 1,REF,DK,MISSING AND P_VISION =1,REF,DK,MISSING AND P_DISABS = 1,REF,DK,MISSING skip to LANGUAGE
1 YES 
2 NO
SKIP: IF DISABILP = 1, DK, REF THEN GOTO "LANGUAGE"
ITERS:
RANGE: 
QXQ: Disability may be temporary or permanent. 
Disability: lack of competent physical, mental, or sensory ability.
INSTRUCTIONS: CODE SHOULD REFLECT "P_HEARIMP"

DISAB
AQ number: 696
(Do you have) any other limitations, disabilities, or handicaps? 
SAMPLE:
1 YES
2 NO
SKIP:
ITERS:
RANGE: 
QXQ: Disability may be temporary or permanent. 
Disability: lack of competent physical, mental, or sensory ability.
INSTRUCTIONS: CODE SHOULD REFLECT "P_VISION"

HANDICAP
AQ number: 696
Do you have: a hearing impairment? 
SAMPLE:
1 YES
2 NO
SKIP:
ITERS:
RANGE: 
QXQ: Disability may be temporary or permanent. 
INSTRUCTIONS: CODE SHOULD REFLECT "P_HEARIMP"

LEARNINGDIS
AQ number: 696
(Do you have) any specific learning disabilities? 
SAMPLE:
1 YES
2 NO
SKIP:
ITERS:
RANGE: 
QXQ: Disability may be temporary or permanent. 
INSTRUCTIONS: CODE SHOULD REFLECT P_LEARNING

ORTHMOB
AQ number: 696
(Do you have) an orthopedic or mobility limitation? 
SAMPLE:
1 YES
2 NO
SKIP:
ITERS:                          RANGE:                          INSTRUCTIONS: CODE SHOULD REFLECT "P_ORTHMOBI"

QXQ: Disability may be temporary or permanent.

"Orthopedic" refers to deformities and diseases of the spine, bones, joints, and muscles of the skeletal systems.

SPEACDIS                        (Do you have) a speech disability or limitation?                                    SAMPLE:
AQ number: 696
1    YES                                                                              SKIP:
2    NO

ITERS:                          RANGE:                          INSTRUCTIONS: CODE SHOULD REFLECT "P_SPEACDIS"

VISION                          (Do you have) a vision impairment that cannot be corrected with glasses or are you legally blind?
AQ number: 696                  SAMPLE:
1    YES                                                                              SKIP:
2    NO

ITERS:                          RANGE:                          INSTRUCTIONS: CODE SHOULD REFLECT "P_VISION"

========================================================================================================================================================================

LANGUAGE                        Do you have conversational knowledge of any languages other than English? PROBE IF NECESSARY: What are those languages?  CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
AQ number: 697                  SAMPLE:

01 NONE                                                                               SKIP:
02 SPANISH
03 FRENCH
04 GERMAN
05 ITALIAN
06 RUSSIAN
07 EAST AND SOUTHEAST ASIAN (KOREAN, TIBETAN, MONGOLIAN, TAGALOG, THAI, LAO, VIETNAMESE, CAMBODIAN, INDONESIAN, MALAY, BURMESE, ETC.)
08 CHINESE (MANDARIN, CANTONESE, TAIWANESE, ETC)
09 PORTUGUESE
10 SCANDINAVIAN LANGUAGES (DANISH, ICELANDIC, NORWEGIAN, SWEDISH)
11 SLAVIC LANGUAGES (BYELORUSSIAN, BULGARIAN, CZECH, POLISH, SERBIAN, CROATIAN, SLAVONIC AND UKRAINIAN)
12 GREEK
13 JAPANESE
14 EAST EUROPEAN LANGUAGES (FINNISH, HUNGARIAN, ESTONIAN, LATVIAN, LITHUANIAN)
15 ARABIC
16 OTHER MIDDLE-EASTERN (FARSI/IRANIAN, TURKISH, BERBER, ARMENIAN)
17 SOUTH ASIAN (HINDI, URDU, BENGALI, PUNJABI, DRavidIAN, SANSKRIT, BACTRIAN)
18 OTHER GERMANIC (YIDDISH, DUTCH, OLD GERMAN, FRISIAN, GOTIC, SAXON)
19 OTHER ROMANCE LANGUAGES (ROMANIAN, RAeto-ROmanesch)
20 HEBREW
21 CLASSICAL AND ANCIENT NEAR EASTERN (ANCIENT EGYPTIAN, COPTIC, AVESTAN/OLD PERSIAN, AKKADIAN, ARAMAIC, UGARITIC, SYRIAC, PHOENICIAN, HITTITE, HURRIAN, SUMERIAN, LUKIAN, YEMENI, ELAMITE, CRETAN, URATIAN)
22 OTHER LANGUAGES (NATIVE AMERICAN LANGUAGES, PACIFIC, URAL-ALTAIC, BASQUE, CELTIC, NON-SEMITIC AFRICAN)
23 OTHER

ITERS:                          RANGE:                          INSTRUCTIONS:

QXQ: R does not need to be able to read or write the language. R needs only to be able to talk and understand the spoken language.
**FATHERED**

What was the highest grade or level of education that your father (stepfather/male guardian) completed?

<table>
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<tr>
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**ITERS:**

QXQ: If more than one response is given, enter the higher code.

GED: General Education Development Certification. Persons may obtain a GED, allowing them to take postsecondary education (without actually having their high school diploma).

Associate's degree: A degree signifying the completion of a 2-year program offered by a college.

Examples of Masters's Degrees:
- Master of Arts (MA)
- Master of Science (MS)
- Master of Business Administration (MBA)
- Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
- Doctor of Philosophy (Ph.D)
- Doctor of Education (Ed.D)

First Professional Degrees:
- MUST BE ONE OF THE FOLLOWING:
  - Chiropractic (DC or DCM)
  - Dentistry (DDS or DMD)
  - Medicine (MD)
  - Law (LLB, JD)
  - Optometry (OD)
  - Osteopathic Medicine (DO)
  - Pharmacy (Pharm)
  - Podiatry (Pod.D. or DP)
  - Veterinary Medicine (DVM)
  - Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

---

**MOTHERED**

What was the highest grade or level of education that your mother (stepmother/female guardian) completed?

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VOCATIONAL TRADE OR BUSINESS SCHOOL AFTER HIGH SCHOOL:
04 LESS THAN 1 YEAR
05 1 YEAR BUT LESS THAN 2 YEARS
06 2 YEARS OR MORE

COLLEGE OR UNIVERSITY:
07 LESS THAN 2 YEARS OF COLLEGE
08 ASSOCIATE'S DEGREE
09 2 OR MORE YEARS OF COLLEGE
10 BACHELOR'S DEGREE (4-5 YEAR)
11 MASTER'S DEGREE OR EQUIVALENT
12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC . . .)
13 OTHER ADVANCED PROFESSIONAL DEGREE
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ITERS:                          RANGE:
QXQ: If more than one response is given, enter the higher code.

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FATHBIRT                        Was your father born in the United States?                                          SAMPLE:
AQ number: 703                     1    YES                                                                              SKIP: IF "FATHBIRT" = 1 THEN GOTO "MOTHBIRT"
2    NO

ITERS:                          RANGE: 1880/1994, 9999
QXQ: No QxQ needed.                                                                   INSTRUCTIONS:

FATHEMIG                        When did your father (stepfather/ male guardian) begin living in the United States? (ENTER 9999, IF NEVER)
AQ number: 704

ITERS:                          RANGE: 1880/1994, 9999
QXQ: Do not include frequent trips within period of time or working in the United States but residing in another country

SKIP:
MOTHBIRT
AQ number: 705
Was your mother born in the United States?
SAMPLE:
1  YES
2  NO
ITERS:
RANGE:
QXQ: No QxQ needed.

MOTHEMIG
AQ number: 706
When did your mother (stepmother/female guardian) begin living in the United States? (ENTER 9999, IF NEVER)
SAMPLE:
SKIP:
ITERS:
RANGE: 1880/1994, 9999
QXQ: Do not include frequent trips within period of time or working in the United States but residing in another country.

MARSTATP
AQ number: 708
When you were last interviewed on "P_INTDATE" you were "P_MARISTAT". Is that correct?
SAMPLE: ASK IF NOT MISSING FROM NPSAS OR PRELOAD = 5 (NEVER BEEN MARRIED)
1  YES, THAT IS CORRECT
2  NO, THAT IS NOT CORRECT
ITERS:
RANGE:
QXQ: No QxQ needed.

MARSTATQ
AQ number: 710
(IN DECEMBER OF 1993/AT THE TIME OF THE NPSAS INTERVIEW, ON [NPSAS DATE]), were you:
1  Married
2  Divorced
3  Separated
4  Widowed
5  Never been married
6  Living together in a marriage like relationship
ITERS:
QXQ: Choose actual living arrangement for living together in a marriage like relationship. For example, if divorced and living together in a marriage like relationship with another person, choose living together. Separated is a step towards ending or considering ending a marriage. Married R’s temporarily separated due to a job situation should be considered as married. Probe if R says Single. Single does not necessarily mean Never been married. Divorced, separated, and widowed individuals often consider themselves "single."

MARSTAT AQ number 712
Has there been any change in your marital status since (DECEMBER 1993/NPSAS DATE)?
SAMPLE:
(If never been married) for example, have you gotten married or begun living with someone in a marriage like relationship?
1  YES
2  NO
ITERS:
RANGE:
QXQ: No Q x Q needed.
What was the first change and when did it occur? SAMPLE:

1st MAR DIV SEP WID NBM LVT
DATE
Was there another change? 
(IF YES, ENTER TYPE AND DATE OF CHANGE. IF NO, ENTER NCH)

2nd NCH MAR DIV SEP WID NBM LVT
DATE
Was there another change? 

3rd NCH MAR DIV SEP WID NBM LVT
DATE
Was there another change? 

4th NCH MAR DIV SEP WID NBM LVT
DATE

IF ADDITIONAL CHANGES, ENTER CURRENT STATUS AT 4th CHANGE AND INSERT OTHER CHANGES 
IN A COMMENT BOX

ITERS: 
RANGE: 1/12, 91/94, 96
QXQ: No Q x Q needed.
INSTRUCTIONS: REPONSE CANNOT BE LARGER THAN 
NUMCHIL

You are currently MARCHANG. Is that correct? SAMPLE:

1 YES
2 NO

IF MARCONFIRM = 2 THEN GOTO MARCHANG AND 
CORRECT THE SCREEN

Do you have any children? Please include adopted, foster, and step children. SAMPLE:

Also remember to include any children who are living outside your household.

1 YES
2 NO

IF CHILDREN = 2 THEN GOTO "WHERELIV"

How many children do you have? SAMPLE:

1/15

How many children live with you or depend on you for more than half their support? SAMPLE:

0/15

COUNT THE CHILD IF THE R PROVIDES AT LEAST 
$3,000.00 WORTH OF SUPPORT IN A CALENDAR YEAR
WHETHER R ACTUALLY CLAIMS THEM AS DEPENDENT ON 
THEIR TAXES.

INSTRUCTIONS: REPONSE CANNOT BE LARGER THAN 
NUMCHIL
BDAYCHIL
AQ number: 733
(I need some information on the 10 youngest children only)
SAMPLE: I need to know the birth days of your children...
-If one child: And what is the birthdate of your child?
ELSE
And what is the birthdate of the (youngest/next youngest) of these children?
SKIP:
ITERS: 10
RANGE: 1/31, 40/94
QXQ: If R has more than 10 children, pick up the birthdates for the 10 youngest children.
INSTRUCTIONS: LET "INSERT" = "your child" IF "NUMBCHIL" = 1. LET "INSERT" = "the oldest of these children" IF "NUMBCHIL" > 1. LET "INSERT" = "the next oldest of these children" ON FIRST LOOP IF "NUMBCHIL" > 2. Insert preamble only if DEPENDEN is greater than 10.

WHERELIV
AQ number: 736
What type of housing were you living in on April 1 of this year?
SAMPLE: Was it . . .
1 in your own home or apartment
2 in your parents or guardians residence
3 In school-owned housing
4 with other relatives (not parents, spouse, or children)
5 in employer provided residence (military base)
6 In a sorority/ fraternity house
7 OTHER
ITERS: RANGE:
QXQ: If R was traveling at the time, ask what R would consider to be their residence on April 1. If R lives with an unrelated roommate, code "own apartment or house"

WHOLIVE
AQ number: 737
Who was living in the household on April 1, 1994 besides you?
SAMPLE: 1 RESPONDENT LIVES ALONE
2 OTHER PEOPLE IN HOUSEHOLD
SKIP IF WHOLIVE = 1 THEN GOTO "EDUCATION OF SPOUSE"
ITERS: RANGE:
QXQ: If R was traveling at the time, ask who was living in the place that would be considered their permanent residence April 1.

HOUSEHOLD
AQ number: 738
INTERVIEWER: ENTER THE NUMBER OR EACH TYPE OF HOUSEHOLD MEMBER NEXT TO THE TYPE.
SAMPLE: (Probe if respondent says he lives with more than four grandparents, one mother, one father, etc.)
HOUSEHOLD MEMBERS:
NON RELATIVE OR ROOMMATE? ............
HUSBAND, WIFE, OR PARTNER? .........
CHILDREN OR STEP-CHILDREN? .........
FATHER?............................
OTHER MALE GUARDIAN (SUCH AS A STEPFATHER)?...
MOTHER?............................
OTHER FEMALE GUARDIAN (SUCH AS A STEPMOTHER)?...
BROTHER(S) (INCLUDING STEP- OR HALF-BROTHERS)?...
SISTER(S) (INCLUDING STEP- OR HALF-SISTERS)?...
GRANDPARENT(S)?....................
OTHER RELATIVE(S) (INCLUDING CHILDREN AND ADULTS)?...
ITERS: RANGE:
QXQ: Account for EVERYONE (except R) who lives in the household.
INSTRUCTIONS: NEED TO BE ABLE TO CODE FOR EACH

TOTALIVE
This means that there were (HOUSEHOLD (SUM) + 1) people living in your household,
AQ number: 750
SAMPLE: Is that correct?
1 YES
2 NO
ITERS: RANGE:
QXQ: No QXQ needed.
INSTRUCTIONS: LET "INSERT" = "HOUSEHOLD"(SUM) + 1 (R)
HEADHOUS                        Is your name (or the name of your spouse/partner) the name on your mortgage or rental agreement?
SAMPLE: DO NOT ASK IF WHOLIVE = 1.
DO NOT ASK IF WHOLIVE = 2 AND ALL OTHER HOUSEHOLD MEMBERS ARE NOT RELATED TO THE RESPONDENT

1    YES
2    NO

ITERS: RANGE:
QXQ: No QxQ needed.

EDSPouse                        What is the highest grade or level of education that your spouse/partner has completed?
SAMPLE: ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.

01 LESS THAN HIGH SCHOOL
02 GED
03 HIGH SCHOOL GRADUATION

VOCATIONAL TRADE OR BUSINESS SCHOOL AFTER HIGH SCHOOL:
04 LESS THAN 1 YEAR
05 1 YEAR BUT LESS THAN 2 YEARS
06 2 YEARS OR MORE

COLLEGE OR UNIVERSITY:
07 LESS THAN 2 YEARS OF COLLEGE
08 ASSOCIATE'S DEGREE
09 2 OR MORE YEARS OF COLLEGE
10 BACHELOR'S DEGREE (4-5 YEAR)
11 MASTER'S DEGREE OR EQUIVALENT
12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC . . .)
13 OTHER ADVANCED PROFESSIONAL DEGREE
14 DOCTORATE (Ph.D. Ed.D.)

ITERS: RANGE:
QXQ: If more than one response is given, enter the higher code.

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Osteopathic Medicine (DO)
Pharmacy (Pharm)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

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ENSPOUSE
Is your spouse/partner currently enrolled in school?
SAMPLE: ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.
1    YES
2    NO
SKIP: IF ENSPOUSE = 2, REF, DK, MISSING THEN GOTO TOTALNUMDEP
ITERS:
RANGE:
QXQ: No QxQ needed.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

LEVSPouse
What level of courses is your spouse/partner taking?
SAMPLE: ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.
1 HIGH SCHOOL
2 LICENSE OR CERTIFICATE
3 UNDERGRADUATE
4 GRADUATE
5 FIRST PROFESSIONAL
SKIP:
ITERS:
RANGE:
QXQ: License: an official or legal permission to do something specific (example: hairdressing, practical nursing, flying).
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

TOTALNUMDEP
How many people did you (and your spouse/partner) support in 1993. Please include yourself (and your spouse/partner) and anyone who received more than half their support from you.
SAMPLE:
SKIP:
ITERS:
RANGE: 1/20
QXQ: No Q x Q needed.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

FINANRES
Was there anyone else (in 1993) who you helped financially but provided less than half of their support?
SAMPLE:
SKIP: IF FINANRES = 2 THEN GOTO CARETAKE
1    YES
2    NO
ITERS:
RANGE:
QXQ: No QxQ needed.
INSTRUCTIONS:

FINANSUP AQ number: 759
How many people?
SAMPLE:
SKIP:
ITERS:
RANGE: 1/20
QXQ: No Q x Q needed.
INSTRUCTIONS:

CARETAKE AQ number: 760
Was there anyone else, who relied on you to provide non-financial assistance? For example, did you regularly spend time caring for an elderly relative or a younger sibling?
SAMPLE:
SKIP: IF CARETAKE = 2 THEN GOTO ANNUINC
1    YES
2    NO
ITERS:
RANGE:
QXQ: Do not include caretaking responsibilities that the respondent considers a job or those that are part of an organized volunteer activity.
INSTRUCTIONS:

TAKECARE AQ number: 761
How many people?
SAMPLE:
SKIP:
ITERS:
RANGE: 1/20
QXQ: No Q x Q needed.
INSTRUCTIONS:
ANNUINC
What was your personal income from all jobs in 1993? (Please exclude untaxed income or income from other sources such as interest, dividends, and capital gains.)

AQ number: 762
SAMPLE: 
SKIP: IF ANNUINC IS NOT DK OR MISSING THEN GOTO "TOTINCOM"

ITERS:
RANGE: 0/9999990
QXQ: Include taxable payments for freelance work such as writing or grants/fellowships for research. Do not include untaxable grants/fellowships.

INSTRUCTIONS: 

---

ANNUINCR
What is your estimate of your personal income from all jobs in 1993? (Please exclude untaxed income or income from other sources such as interest, dividends, and capital gains.)

AQ number: 763
SAMPLE: 
Would you estimate your 1993 personal income from all jobs was . . .

1 less than $5,000
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

SKIP: IF ANNUINCR IS NOT DK THEN GOTO "TOTINCOM"

ITERS:
RANGE: 
QXQ: Include taxable payments for freelance work such as writing or grants/fellowships for research. Do not include untaxable grants/fellowships.

INSTRUCTIONS: 

---

TOTINCOM
What was your personal income from all sources in 1993? (THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

AQ number: 764
SAMPLE: 
SKIP: IF TOTINCOM IS NOT DK OR MISSING THEN GOTO "ANNUINCS"

ITERS:
RANGE: 0/9999990
QXQ: Include every form of income possible: all grants/scholarships, interest/dividends, capital gains, inheritance, illegal/unreported income. Losses reported on income tax can be deducted. Total should be similar to that reported as Adjusted Gross Income on 1040.

INSTRUCTIONS: 

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TOTINCOMER
Would you estimate your personal income from all sources in 1993 was . . . (THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

AQ number: 765
SAMPLE: 
SKIP: IF TOTINCOMER IS NOT DK THEN GOTO "ANNUINCS"

ITERS:
RANGE: 
QXQ: Include every form of income possible: all grants/scholarships, interest/dividends, capital gains, inheritance, illegal/unreported income. Losses reported on income tax can be deducted. Total should be similar to that reported as Adjusted Gross Income on 1040.

INSTRUCTIONS: 

---

ANNUINCSP
What was your spouse/partner's personal income from all jobs in 1993? (Please exclude untaxed income or income from other sources such as interest, dividends, and capital gains.)

AQ number: 767
SAMPLE: ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.

SKIP: IF ANNUINCSP IS NOT "DK" OR "MISSING" THEN GOTO "TOTINCS"

ITERS:
RANGE: 0/9999990
QXQ: Include taxable payments for freelance work such as writing or grants/fellowships for research. Do not include untaxable grants/fellowships.

INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM
What is your estimate of your spouse's/partner's personal income from all jobs in 1993? (Please exclude untaxed income or income from other sources such as interest, dividends, and capital gains.)

Would you estimate your spouse's/partner's 1993 total income from all jobs was .

1 less than $5,000
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

What was your spouse's/partner's income from all sources in 1993? (THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

1 less than $5,000
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

Is there anyone else living in the household who contributes to the family income?
HSEHDIN                         What was their total income from all sources in 1993?                               SAMPLE:
AQ number: 772                  (PROBE FOR AN ESTIMATE IF NEEDED)
SKIP:
ITERS:                          RANGE: 0/999999
INSTRUCTIONS:
QXQ: Include every form of income possible: all
grants/scholarships, interests/dividends, capital
gains, inheritance, illegal/unreported income.
Losses reported on income tax can be deducted.
Total should be similar to that reported as
Adjusted Gross Income (adding in unreported
income).
========================================================================================================================================================================
SAVINGS                         Are you currently actively saving money for any reason?                             SAMPLE:
AQ number: 773                  CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
1    YES                                                                              SKIP: IF SAVINGS = 2 THEN GOTO UNDERGRAD_DEBTV
2    NO
ITERS:                          RANGE:
INSTRUCTIONS: Actively means any savings activity over the past
12 months. Include personal contributions made to
employer sponsored retirement plans. DO NOT
include contributions made BY employer or
mandatory contributions such as Social Security.
========================================================================================================================================================================
SAVINGSB                        What are you currently saving money toward...?                                      SAMPLE:
AQ number: 774                  CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
1    PURCHASE OF A HOME                                                               SKIP:
2    FURTHERING YOUR EDUCATION
3    A CHILD’S EDUCATION
4    RETIREMENT
5    PURCHASE OF A CAR, TRUCK, BOAT, MOTORCYCLE, ETC
6    VACATION OR TRIP
7    WEDDING OR BIRTH OF A CHILD
8    GENERAL "RAINY DAY" PURPOSES
9    OTHER
ITERS:                          RANGE:
INSTRUCTIONS: Do not include current payments on a mortgage,
past or present loans. Do not include grants,
fellowships or scholarships as savings.
========================================================================================================================================================================
UNDERGRAD_DEBTV                 According to our records, you borrowed "P_061" for your undergraduate education--   SAMPLE: ASK IF UNDERGRAD DEBT TOTAL FROM NPSAS IS
AQ number: 775                  that was in loans from all sources. Is that about right?                                   NOT MISSING
1    YES                                                                              SKIP: IF UNDERGRAD_DEBTV = 1 THEN GOTO
2    NO                                                                                     UNDERGRAD_OWE
ITERS:                          RANGE:
INSTRUCTIONS: Includes Federal, state and institutional loans,
loans from family, friends and relatives, loans
from banks, savings and loans, and credit unions,
loans that have been repaid.
========================================================================================================================================================================
UNDERGRAD_DEBTN                 What was the total amount of money you borrowed for your undergraduate education...?    SAMPLE: ASK IF UNDERGRAD DEBT TOTAL FROM NPSAS IS
AQ number: 777                  up through (DATE RECEIVED BA)...?  Please include the amounts in federal, state,    MISSING
or institutional loans you received from all sources. Also include loans from
family, friends, relatives, banks, savings and loans, and credit unions, and loans
that have been repaid.  Up through (DATE RECEIVED BA), how much money did you
borrow for undergraduate education?
$                                                                                     SKIP: IF UNDERGRAD_DEBTN = 0,DK,REF GOTO
ITERS:                          RANGE: 0/999990
QXQ: Include money borrowed to cover tuition, room and
board, fees, books, lab materials, and so forth.
Of the "P_UNDERGRAD_TOTAL_DEBT" you borrowed for your undergraduate education, how much do you still owe?

**SKIP:** IF UNDERGRAD_OWE = 0, DK, REF GOTO GRADSCHOOLDEBT

**NUMBERLOANS**

How many separate loans for undergraduate study are still outstanding, that is, how many loans require or will require a distinct payment?

**SKIP:**

**TYPEOFLOAN(N)**

What type of loan is (the largest/next largest) of these loans? (INTERVIEWER: IF R HAS MORE THAN 7 DISTINCT LOANS, COLLECT INFORMATION ON THE SEVEN LARGEST.)

1, CONSOLIDATED LOAN
2, STAFFORD LOAN (GUARANTEED STUDENT LOAN, GSL)
3, PERKINS LOAN (NATIONAL DIRECT STUDENT LOAN, NDSL)
4, OTHER FEDERAL LOAN (PLUS, ICL, HEAL, HFSL, EFN, FADHS, NSL, etc.)
5, STATE LOAN
6, LOAN FROM FAMILY OR FRIEND
7, INSTITUTIONAL LOAN
8, OTHER LOAN

**STATUSLOAN(N)**

What is the status of your (TYPEOFLOAN(N)) loan? (IF NECESSARY: Are payments due?)

1 NO PAYMENTS CURRENTLY REQUIRED (GRACE PERIOD, IN DEFERMENT, FORBEARANCE)
2 FULL PAYMENT CURRENTLY REQUIRED
3 PARTIAL PAYMENT CURRENTLY REQUIRED
4 IN DEFAULT

**PAYLOAN(N)**

When (is/was) your first payment due on your (TYPEOFLOAN(N)) loan?
PAYLOAN\_B
AQ number: 788
When did you make your most recent (or last) payment on your (TYPEOFLOAN\(N\)) loan? SAMPLE:

\((\text{INT: ENTER 88/88 IF R NEVER PAID})\)

\(\text{SKIP: IF STATUSLOAN\(N\) = 3 OR 4 THEN GOTO PAYLOAN\_2\(N\)}\)

ITERS: 7
RANGE: 1/12, 10/94, 88
QXQ: No Q x Q needed.

INSTRUCTIONS:

DEFERMENT\_STATUS
AQ number: 790
Has any of your regular payment been deferred? SAMPLE:

\(1\) YES
\(2\) NO

\(\text{SKIP:}\)

ITERS: 7
RANGE: 
QXQ: Deferred payment: payment has been postponed or put off to a future time by arrangement with the lender.

INSTRUCTIONS:

PAYLOAN\_2\(N\)
AQ number: 791
What type of repayment plan are you on? SAMPLE:

\(1\) INCOME SENSITIVE
\(2\) GRADUATED REPAYMENT
\(3\) REGULAR

\(\text{SKIP:}\)

ITERS: 7
RANGE: 
QXQ: If R is unsure of type, code REGULAR. INSTRUCTIONS:

Income sensitive: Period is not fixed and payments will increase or decrease depending on R's income.

Graduated repayment: repayment period is fixed and payment amounts gradually increase throughout the period.

PAYLOAN\_3\(N\)
AQ number: 792
How much are your monthly payments on this (TYPEOFLOAN\(N\)) loan? SAMPLE:

\(\text{SKIP:}\)

ITERS: 7
RANGE: 1/4000
QXQ: No Q x Q needed.

INSTRUCTIONS:

LOANPAY
 Altogether then, you pay \("\text{PAYLOAN\_3\(N\) (SUM)}\) each month toward your undergraduate loans, is that about right? (IF YES, PRESS ENTER. IF NO, ENTER A CORRECT AMOUNT)

\(\text{SKIP:}\)

ITERS:
QXQ: If R repays loan on quarterly basis, calculate monthly amount paid, and enter monthly amount here.

INSTRUCTIONS:

FORGIV\_STATUS
AQ number: 796
Has any part of any of your loans been forgiven or cancelled? SAMPLE:

\(1\) YES
\(2\) NO

\(\text{SKIP: IF FORGIV\_STATUS = 2, REF, DK, MISSING THEN GOTO GRAD\_SCHOOLDEBT}\)

ITERS:
RANGE: 
QXQ: A forgiven or cancelled part of a loan does not need to be paid back by R.

INSTRUCTIONS:

LOANFORGIV
AQ number: 797
How much of your undergraduate debt has been forgiven? SAMPLE:

\(\text{SKIP:}\)

ITERS: 
RANGE: 1/999990
QXQ: No Q x Q needed.

INSTRUCTIONS: Response cannot be larger than \text{UNDERGRAD\_DEBTN}
WHY_FORGIV
Why has it been forgiven?
AQ number: 798
RECORD VERBATIM
SKIP:
ITERS:
RANGE: Some federal loans are partially forgiven or canceled because the student joined the Peace Corps, VISTA, or Teach America.
INSTRUCTIONS:

GRADSCHOOLDENT
Now I want to ask you some questions about borrowing for education since you graduated. Since receiving your bachelors degree, how much money have you borrowed for graduate or professional education, not including loans from family?
AQ number: 799
SKIP:
ITERS:
RANGE: 0/999000
QXQ: Money borrowed for education includes money borrowed to cover tuition, room and board, fees, books, lab materials, and so forth.
INSTRUCTIONS:

GRADFAMILYLOAN
How much money have you borrowed from your family, for graduate or professional education since receiving your bachelors degree? (Include money from parents, inlaws, aunts, uncles, grandparents, etc., but excluding support you receive from your spouse).
AQ number: 800
SKIP:
ITERS:
RANGE: 0/999000
QXQ: Borrowed implies that the money is expected to be repaid at some time in the near future.
INSTRUCTIONS:

GRADFAMILYSUPPORT
How much money have you been given by your family, for graduate or professional education, since getting your bachelors degree? (Include money from parents, inlaws, aunts, uncles, grandparents, etc., but excluding support you received from your spouse).
AQ number: 801
SKIP:
ITERS:
RANGE: 0/999000
QXQ: Given implies that the money is not expected to be repaid.
INSTRUCTIONS:

DEBTSPOU
Has your (spouse/partner) received any loans for education since leaving high school?
AQ number: 803
1 YES
2 NO
SKIP: IF "DEBTSPOU" = 2 THEN GOTO "HOUSE"
ITERS:
RANGE: Include all federal, state, private bank, or personal loans, or grants or scholarships that required any amount of repayment.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

TOLLOANSP
What was the total amount your (spouse/partner) borrowed for (his/her) education since high school?
AQ number: 804
SKIP:
ITERS:
RANGE: 1/999999
QXQ: Include all federal, state, private bank, or personal loans, or grants or scholarships that required any amount of repayment.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

TOTALBAL
How much does your spouse/partner still owe for education loan(s)?
AQ number: 805
SKIP: IF "TOTALBAL" = 0 THEN GOTO "HOUSE"
ITERS:
RANGE: 1/999999
QXQ: No QxQ needed.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM
SPLOANDFR                       Have any of your (spouse's/partner's) education loan payments been deferred? SAMPLE: ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.
AQ number: 806
1   YES
2   NO
ITERS: RANGE: 
QXQ: Deferred payment: payment has been postponed or put off to a future time by arrangement with the lender.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

SPLOANFPG                       Have any of your (spouse's/partner's) education loan payments been forgiven? SAMPLE: ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.
AQ number: 807
1   YES
2   NO
ITERS: RANGE: 
QXQ: A forgiven part of a loan does not need to be paid back by spouse/partner.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

REPAYMENSP                      What are your (spouse's/partner's) monthly payments on outstanding educational loans? SAMPLE: ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.
AQ number: 808
SKIP:
ITERS: RANGE: 0/9990
QXQ: If payments are not on a monthly schedule, estimate what they would be if they were monthly.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

HOUSE                           Do you (and your spouse/partner) own a house or condominium? SAMPLE:
AQ number: 809
1   YES
2   NO
ITERS: RANGE: 
QXQ: No QxQ needed.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

MORTGAGE                        How much do you pay monthly on your mortgage? SAMPLE:
AQ number: 810
SKIP: GOTO "CAR"
ITERS: RANGE: 0, 100/10000
QXQ: If no payments, enter 0.
INSTRUCTIONS:

RENT                            What are your monthly payments for rent? SAMPLE:
AQ number: 811
SKIP:
ITERS: RANGE: 0, 50/10000
QXQ: If no payments, enter 0.
INSTRUCTIONS:

CAR                             Do you (or your spouse/partner) own any cars, trucks, vans, or motorcycles? SAMPLE:
AQ number: 812
1   YES
2   NO
ITERS: RANGE: 
QXQ: No QxQ needed.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

AUTOPAY                         What are your monthly payments on your auto loan(s)? SAMPLE:
AQ number: 813
SKIP:
ITERS: RANGE: 0/5000
QXQ: If no payments, enter 0.
INSTRUCTIONS:
OTHDEBT
AQ number: 814
Do you have any other debt for which you are making monthly payments? (DO NOT INCLUDE EDUCATIONAL)
1    YES
2    NO
ITERS: 
RANGE: 
QXQ: No QxQ needed.

OTHDEBPAY
AQ number: 815
What are your monthly payments for this other debt? (DO NOT INCLUDE EDUCATIONAL)

SAT
AQ number: 816
Did you take the SAT, the Scholastic Aptitude Test?
1    YES
2    NO
ITERS: 
RANGE: 
QXQ: No QxQ needed.

SATTAKE
AQ number: 817
What was your total score on the SAT?

SATSCORE
AQ number: 818
Was your total score on the SAT between:
1    400-700
2    701-1000
3    1001-1300
4    1301-1600
ITERS: 
RANGE: 
QXQ: Record score from the last SAT taken.

SATDATE
AQ number: 819
When did you take the SAT exam?

ACT
AQ number: 821
Did you ever take the ACT exam, the American College Testing program exam?
1    YES
2    NO
ITERS: 
RANGE: 
QXQ: No QxQ needed.

ACTTAKE
AQ number: 822
What was your total score on the ACT?
ACTSCORE AQ number: 823  Was your total score on the ACT between:  

1  1-10  
2  11-20  
3  21-30  
4  31-40  

ITERS:  
RANGE:  
QXQ: Record score of last ACT taken.  

INSUBTIONS:  

ACTDATE AQ number: 824  When did you take the ACT exam?  

AQ number: 824  

ITERS:  
RANGE: 1/12, 40/94  
QXQ: Record date of ACT was last taken.  

INSUBTIONS:  

PARENT1 AQ number: 827  We would like to verify your parent's name, current address and telephone number.  

AQ number: 827  

ELSE  
May I have your parent's name, current address and telephone number?  
IF DECEASED, OPEN A COMMENT BOX AND INDICATE  
FIRST NAME:  
MIDDLE INT:  
LAST NAME:  
STREET ADDRESS:  
CITY:  STATE:  ZIP:  
PHONE: (   )   -  

ITERS: 2  
RANGE:  
QXQ: No QXQ needed.  

INSUBTIONS: Use alternative reading if preload is missing.  

PARENT2 AQ Number: 832  Is your other parent's address and telephone number the same as the address and telephone number you just gave me?  

AQ Number: 832  

ITERS:  
RANGE:  
QXQ: No QXQ needed.  

INSUBTIONS:  

PARENT3 AQ Number: 833  May I have your other parent's name?  

AQ Number: 833  

IF DECEASED, OPEN A COMMENT BOX AND INDICATE  
FIRST NAME:  
MIDDLE INT:  
LAST NAME:  
RELATIONSHIP: MOTHER FATHER  

ITERS:  
QXQ: No QXQ needed.  

INSUBTIONS:  

89
PARENT4  AQ Number: 835
May I have your other parent's name, current address and telephone number?  
SAMPLE:  
IF DECEASED, OPEN A COMMENT BOX AND INDICATE
FIRST NAME:  
MIDDLE INT:  
LAST NAME:  
STREET ADDRESS:  
CITY:  STATE:  ZIP:  
PHONE: (   )   -  
RELATIONSHIP:  MOTHER  FATHER
ITERS:  RANGE:  
QXQ: No QXQ needed.  

OTHRELAT  AQ number: 839
Please tell me the name, address and telephone number of a person, such as a  
friend or relative other than your parents if possible, who lives at an address  
different from yours, and who will always know where to get in touch with you.  
ENTER 1 TO CONTINUE  2 FOR NAME REFUSED
FIRST NAME:  
LAST NAME:  
ADDRESS:  APT/BOX#:  
CITY:  STATE:  ZIP CODE:  TELEPHONE:  COUNTRY:  
ITERS:  RANGE:  
QXQ: No QxQ needed.  

WHORELAT  AQ number: 850
What is this person's relationship to you?  
SAMPLE:  
1 MOTHER/FEMALE GUARDIAN  
2 FATHER/MALE GUARDIAN  
3 SISTER  
4 BROTHER  
5 SPOUSE  
6 OTHER RELATIVE  
7 FRIEND  
8 CHILD  
9 OTHER
ITERS:  RANGE:  
QXQ: No QxQ needed.  

NAME  AQ number: 852
Have you used any other name than "P_NAME"?  INTERVIEWER: CLARIFY IF NECESSARY:  
SAMPLE:  
Including maiden name, married name, alias, etc.
1  YES  
2  NO
ITERS:  RANGE:  
QXQ: No QxQ needed.  

NAMEB  AQ number: 853
What is that name?  
SAMPLE:  
SKIP:
ITERS:  RANGE:  
QXQ: No QxQ needed.  

INSTRUCTIONS:
ADDRESS
AQ number: 855

We would also like to get your current address and telephone number. Is it ... SAMPLE:

STREET ADDRESS:
CITY:
STATE:
ZIP CODE:
TELEPHONE NUMBER:

ITERS:
QXQ: No QxQ needed.

INSTRUCTIONS: IF "LOADRES" = SAME AS PERMANENT THE GOTO "SPOUNAME"

ADRSVERF
AQ number: 859

Is this your permanent address?

SAMPLE:

YES
NO

ITERS:
QXQ: No QxQ needed.

INSTRUCTIONS:

CIRADDRESS
AQ number: 860

What is your permanent address and telephone number?

SAMPLE:

STREET ADDRESS:
PT/BOX#:
CITY:
STATE:
ZIP CODE:
TELEPHONE NUMBER:

ITERS:
QXQ: No QxQ needed.

INSTRUCTIONS:

SPOUNAME
AQ number: 867

What is your (spouse's/partner's) name?

SAMPLE: ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.

FIRST NAME:
LAST NAME:

ITERS:
QXQ: No QxQ needed.

INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

DRIVERSTV
AQ number: 869

Our records show that the state in which your driver's license was issued is (NPSAS PRELOAD). Is this correct?

SAMPLE: ASK IF DRIVERS LICENSE STATE IS VALID FROM NPSAS

YES
NO

ITERS:
QXQ: No QxQ needed.

INSTRUCTIONS:

DRIVERSTQ
AQ number: 870

To assist us in locating you later, please tell me the state in which your driver's license was issued.

INTERVIEWER: IF R DOESN'T HAVE DRIVER'S LICENSE ENTER "NO"

SAMPLE: SKIP IF R = "NO"

ITERS:
QXQ: No QxQ needed.

INSTRUCTIONS:

DRIVLIV
AQ number: 874

I have your drivers license number as (NPSAS PRELOAD). Is that correct?

SAMPLE: ASK IF DRIVERS LICENSE IS VALID FROM NPSAS

YES
NO

ITERS:
QXQ: No QxQ needed.

INSTRUCTIONS:
DRIVLIQ
AQ number: 875
May I have your driver's license number?
SAMPLE:
SKIP:
ITERS:
  RANGE:
  QXQ: No QxQ needed.
INSTRUCTIONS:

SSNUMBERV
AQ number: 877
I have your social security number as "P_SSNUMBER". Is that correct?
SAMPLE: ASK IF SSN IS VALID FROM NPSAS
AQ number: 877
1  YES
  2  NO
SKIP: IF SSNUMBERV = 1 THEN GOTO CLOSEINTERVIEW
ITERS:
  RANGE:
  QXQ: No QxQ needed.
INSTRUCTIONS:

SSNUMBERQ
AQ number: 878
What is your social security number?
SAMPLE:
SKIP: IF DATE_RECVD_BA IS INVALID THEN GOTO CLOSEINTERVIEW
ITERS:
  RANGE:
  QXQ: No QxQ needed.
INSTRUCTIONS:

EXQS_BA_WRONG
AQ number: 880
INTERVIEWER: CONFIRM THAT DATE IS OUT OF RANGE
SAMPLE:
ELSE
You said you graduated on "DATE_RECVD_BA". Is that correct?
1  YES
  2  NO
SKIP: IF EXQS_BA_WRONG = 2 THEN GOTO DATE_RECVD_BA.
ITERS:
  RANGE:
  QXQ: No Q x Q needed.
INSTRUCTIONS:
## SECTION A: SCHOOL ENROLLMENT

<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
<th>Question Wording</th>
<th>Response Categories</th>
<th>Skip Patterns</th>
<th>So Range/Consistency Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timestamp</td>
<td>TV01 :319/17 :8 CV01 :319/25 :5</td>
<td>cumulative time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A001</td>
<td>A001 :335/25 :1</td>
<td>Between May 1, 1992 and June 30, 1993, were you enrolled at SAMPLE SCHOOL in at least one course for credit?</td>
<td>1 = YES 2 = NO</td>
<td>1 = SKIP TO A005 2 = CONTINUE TO A002</td>
<td>P</td>
</tr>
<tr>
<td>A002</td>
<td>A002 :335/26 :1</td>
<td>Between May 1, 1992 and June 30, 1993, were you enrolled at SAMPLE SCHOOL in a program for a degree or formal award?</td>
<td>1 = YES 2 = NO</td>
<td>1 = SKIP TO A005 2 = CONTINUE TO A003</td>
<td>P</td>
</tr>
<tr>
<td>A003</td>
<td>A003 :335/27 :1</td>
<td>Between May 1, 1992 and June 30, 1993, were you enrolled at SAMPLE SCHOOL in a program for a specific occupation?</td>
<td>1 = YES 2 = NO</td>
<td>1 = SKIP TO A005 2 = CONTINUE TO A003 IF THE SCHOOL IS A 4-YEAR INSTITUTION (SLVL=1); OTHERWISE, 2=SKIP TO A004</td>
<td>P</td>
</tr>
<tr>
<td>AA03</td>
<td>AA03 :335/28 :1</td>
<td>Did you receive a bachelor degree from SAMPLE SCHOOL at anytime between July 1, 1992 and June 30, 1993?</td>
<td>1 = YES 2 = NO</td>
<td>1 = SKIP TO A005 2 = CONTINUE TO A004</td>
<td>P</td>
</tr>
<tr>
<td>A004</td>
<td>A004 :335/29 :1</td>
<td>Based on the information you have just provided, it appears that you may not be eligible for this survey. After checking with my supervisor, I may need to call you back. Thank you for your time.</td>
<td>1 = CODE AS INELIGIBLE 2 = WRONG PERSON TRACED/WRONG PHONE NUMBER 3 = OTHER SITUATIONS</td>
<td>GO TO DISPOSITION SCREEN; CODE AS INELIGIBLE OR OTHER FINAL CODE</td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCTION BOX A05A**

IF ZA0  ≠ " " (blank), THEN STORE ZA0 IN SAGE AND SKIP TO A006; OTHERWISE, CONTINUE TO A005
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>So</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A005</td>
<td>A005 :335/ 30 : 3</td>
<td>How old are you?</td>
<td>10-90</td>
<td>D.R</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NOTE: BASED ON THE RESPONDENT’S AGE SOME OF THE QUESTIONS MAY NOT BE POSTED, THUS SHORTENING THE LENGTH OF THE INTERVIEW. INTERVIEWER: THIS IS A CRITICAL PIECE OF INFORMATION.</td>
<td></td>
<td>STORE VALUE OF A005 IN SAGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A006</td>
<td>A006 :335/ 33 : 1</td>
<td>The first questions are about your high school education. Did you receive...</td>
<td>1 = a high school diploma 2 = a diploma through the GED or other equivalency program 3 = a certificate of high school completion, or 4 = did you not complete high school or high school equivalent?</td>
<td>D, R</td>
<td>1, 2, OR 3 = SKIP TO A008 4,D.R=CONTINUE TO A007 UNLESS STUDENT IS ≥ 21 YEARS (SAGE ≥ 21); IF STUDENT IS ≥ 21 (SAGE ≥ 21), SKIP TO A010.</td>
<td>P</td>
</tr>
<tr>
<td>A007</td>
<td>A007 :335/ 34 : 1</td>
<td>Are you currently in high school?</td>
<td>YES = 1 NO = 2</td>
<td>D,R</td>
<td>1 = RETURN TO A004 2.D,R = CONTINUE</td>
<td>P</td>
</tr>
<tr>
<td>A008</td>
<td>A008 :335/ 35 : 2</td>
<td>In what year did you receive your high school diploma or certificate?</td>
<td>10-19 20-93</td>
<td>D, R</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>AJ08</td>
<td>AJ08 :335/ 37 : 1</td>
<td>INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT RECEIVED THEIR HIGH SCHOOL DIPLOMA OR CERTIFICATE IN 19[A008].</td>
<td>1=YES, THAT’S CORRECT 2=NO, IT IS NOT</td>
<td></td>
<td></td>
<td>ASK ONLY IF A008=10-19</td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
<td>So.</td>
<td>Range/Consistency Checks</td>
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</tbody>
</table>
| A009            | A009 :335/38 :1                        | Did you graduate from a public or private high school? [PROBE IF PRIVATE: Was it a Catholic, other religious, or non-religious private high school?]                                                                 | 1 = PUBLIC  
2 = CATHOLIC  
3 = PRIVATE, OTHER RELIGIOUS  
4 = PRIVATE, OTHER NON-RELIGIOUS
D, R                                                                                     |                                                          | P                                                                 |                                                                                           |
| Timestamp       | TV02 :319/30 :8 CV02 :319/38 :5        | cumulative time cumulative question count                                                                                                                                                                       |                                                                                                                                                        |               |     |                          |
| AJ10            | AJ10 :335/39 :1                        | Next, I need to get some information on the admissions tests you have taken. INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.                                                                         | 1=YES ENTER THE USEREXIT                                                                                                                               |               |     |                          |
... the ACT?  
... the SAT?  
... any other undergraduate admissions test (Only nationally recognized tests, not individual institute tests) (SPECIFY:)  
IF YES FOR ACT, SAT, AND/OR OTHER TEST:  
And what was your total or composite score?  
| YES = 1  
NO = 2
D, R  
ACT SCORE: (1 - 36)  
SAT SCORE: (400 - 1600)  
OTHER SCORE: (1 - 990)  
| IF ZA4<>" " (blank) THEN COPY ZA2 AND ZA4 TO CATI RECORD, AND DO NOT DISPLAY A010 IN CATI;
IF ZA8<>" " (blank) THEN COPY ZA6 AND ZA8 TO CATI RECORD, AND DO NOT DISPLAY A010 IN CATI |
| Timestamp       | TV03 :319/43 :8 CV03 :319/51 :5        | cumulative time cumulative question count                                                                                                                                                                       |                                                                                                                                                        |               |     |                          |

A-3
<table>
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<tr>
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<th>So.</th>
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</thead>
<tbody>
<tr>
<td>AX11</td>
<td>AX11 :336/62 :2</td>
<td>Please tell me the month and year that you first enrolled in a course offered by a postsecondary institution.</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>ENTER MONTH: D, R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A111</td>
<td>A111 :336/64 :2</td>
<td>ENTER YEAR:</td>
<td>10 - 93 D, R</td>
<td>IF MONTH AND YEAR ARE PRIOR TO JUNE OF YEAR GIVEN IN A008 ASK AX12; IF A008=D OR R, THEN ASK AX12 OTHERWISE, SKIP TO AXX9</td>
<td>P</td>
<td>Consistency Check for B&amp;B students only: Year cannot be &gt; 1990.</td>
</tr>
<tr>
<td>AG11</td>
<td>AG11 :336/66 :1</td>
<td>INTERVIEWER: THE RESPONDENT IS A B&amp;B STUDENT BUT INDICATED THAT THEY ENROLLED IN A POST-SECONDARY INSTITUTION AFTER 1990. PLEASE VERIFY.</td>
<td>1=YES, THAT'S CORRECT 2=NO, THAT'S INCORRECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AX12</td>
<td>AX12 :336/67 :1</td>
<td>Was this was when you were still enrolled in high school?</td>
<td>1=YES 2=NO</td>
<td>2 = SKIP TO AXX9</td>
<td>P</td>
<td></td>
</tr>
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A-4
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<th>Skip Patterns</th>
<th>So/Range/Consistency Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ12</td>
<td>AJ12 :336/68 :2</td>
<td>When were you first enrolled after high school? ENTER MONTH:</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 97=WAS NEVER ENROLLED AFTER HIGH SCHOOL D, R</td>
<td>97=RETURN TO A004</td>
<td>P</td>
</tr>
<tr>
<td>AK12</td>
<td>AK12 :336/70 :2</td>
<td>ENTER YEAR:</td>
<td>19&lt;10-93&gt;</td>
<td>D, R</td>
<td>P</td>
</tr>
<tr>
<td>AXX9</td>
<td>AXX9 :336/72 :2</td>
<td>Please tell me the month and year after high school that you first completed a course offered by a postsecondary institution. ENTER MONTH:</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 97=NEVER COMPLETED A COURSE AFTER HIGH SCHOOL D, R</td>
<td>97=SKIP TO A012</td>
<td>P</td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
<td>So Range/Consistency Checks</td>
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<tr>
<td>A012</td>
<td>A012:336/76 :1</td>
<td>Did you transfer to SAMPLE SCHOOL for or during the 1992-93 school year?</td>
<td>1=YES 2=NO D, R</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>A013</td>
<td>A013:336/77 :1</td>
<td>What is your major or program of study?</td>
<td>1=SPECIFY MAJOR OR PROGRAM OF STUDY D,R</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>Timestamp</td>
<td>TV04:319/56 :8</td>
<td>cumulative time</td>
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<td>CV04:319/64 :5</td>
<td>cumulative question count</td>
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<tr>
<td>A13s</td>
<td>A13s:336/78 :1</td>
<td>userexit status code</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A13a</td>
<td>A13a:336/79 :3</td>
<td>CIP field of study coding</td>
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<tr>
<td>A13b</td>
<td>A13b:337/2 :70</td>
<td>verbatim text</td>
<td></td>
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<tr>
<td>A13z</td>
<td>A13z:337/72 :50</td>
<td>standard text from the coding dictionary</td>
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<tr>
<td>Timestamp</td>
<td>TV05:319/69 :8</td>
<td>cumulative time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CV05:319/77 :5</td>
<td>cumulative question count</td>
<td></td>
<td></td>
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</table>
### STUDENT QUESTIONNAIRE
Revised April 14, 1994
Based on NPSAS - Final CATI

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<tr>
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<th>Skip Patterns</th>
<th>So</th>
<th>Range/Consistency Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTION BOX FOR DATA DICTIONARY</td>
<td></td>
<td>FOR QUESTIONS AX13 THROUGH A020, ALL SKIP PATTERNS ARE NOTED IN THE FLOWCHART IN APPENDIX A. THE FLOWCHART ONLY CONTAINS SKIPS THAT ARE A RESULT OF A QUESTION BEING ASKED IN CATI. ALL SKIPS THAT REFER TO PRELOAD VARIABLES ARE IN THE SKIP PATTERN COLUMN OF THE DATA DICTIONARY, AND NOT IN THE FLOWCHART.</td>
<td></td>
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</tr>
<tr>
<td>AX13</td>
<td>AX13:338/42:2</td>
<td>During the first term you attended SAMPLE SCHOOL in the 1992-1993 school year, what was your level in school?</td>
<td>1=1ST YEAR/FRESHMAN 2=2ND YEAR/SOPHOMORE 3=3RD YEAR/JUNIOR 4=4TH YEAR/SENIOR 5=5TH YEAR OR HIGHER/ UNDERGRADUATE 6=MASTER'S 7=DOCTORAL 8=FIRST PROFESSIONAL (CHIROPRACTIC, DENTISTRY, LAW, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, THEOLOGY) 91=OTHER UNDERGRADUATE PROGRAM 92=OTHER GRADUATE PROGRAM</td>
<td>IF ZA10 = 1 - 5 THEN COPY ZA10 TO CATI RECORD; DO NOT DISPLAY AX13 IN CATI, AND SKIP TO A014.</td>
<td>SI</td>
<td>IF ZA10 = 1 - 5, CADE INDICATES STUDENT WAS FRESHMAN - 5TH YEAR UNDERGRAD.</td>
</tr>
<tr>
<td>AJ13</td>
<td>AJ13:338/44:50</td>
<td>ENTER OTHER UNDERGRADUATE PROGRAM RECORD VERBATIM RESPONSE</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AK13</td>
<td>AK13:339/14:50</td>
<td>ENTER OTHER GRADUATE PROGRAM RECORD VERBATIM RESPONSE</td>
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<td></td>
<td></td>
</tr>
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</tr>
<tr>
<td>A014</td>
<td>A014 :339/64 :2</td>
<td>During the last term you attended SAMPLE SCHOOL in the 1992-1993 school year, what was your level in school?</td>
<td>1=1ST YEAR/FRESHMAN  2=2ND YEAR/SOPHOMORE  3=3RD YEAR/JUNIOR  4=4TH YEAR/SENIOR  5=5TH YEAR OR HIGHER/ UNDERGRADUATE  6=MASTER'S  7=DOCTORAL  8=FIRST PROFESSIONAL (CHIROPRACTIC, DENTISTRY, LAW, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, THEOLOGY)  91=OTHER UNDERGRADUATE PROGRAM  92=OTHER GRADUATE PROGRAM</td>
<td>IF ZA12 = 1 - 5, THEN COPY ZA12 TO CATI RECORD; DO NOT DISPLAY A014 IN CATI, AND SKIP TO A015.</td>
<td>SI</td>
<td>IF ZA12 = 1 - 5 CADE INDICATES STUDENT WAS FRESHMAN - 5TH YEAR UNDERGRAD.</td>
</tr>
<tr>
<td>AJ14</td>
<td>AJ14 :339/66 :50</td>
<td>ENTER OTHER UNDERGRADUATE PROGRAM</td>
<td>RECORD VERBATIM RESPONSE</td>
<td></td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>AK14</td>
<td>AK14 :340/36 :50</td>
<td>ENTER OTHER GRADUATE PROGRAM</td>
<td>RECORD VERBATIM RESPONSE</td>
<td></td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>A14A</td>
<td>AM14 :341/ 6 :20 (fill variable)</td>
<td>In what year did you begin your (INSERT MASTERS/DOCTORAL/1ST PROFESSIONAL/OTHER GRADUATE) program?</td>
<td>50 - 93</td>
<td></td>
<td>P</td>
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</tr>
</tbody>
</table>

A-8
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>Skip Patterns</th>
<th>So.</th>
<th>Range/Consistency Checks</th>
</tr>
</thead>
</table>
| A015            | A015 :341/ 28 : 2                    | Toward which degree or other award were the courses you took at SAMPLE SCHOOL leading? | 1=CERTIFICATE/LICENSE  
2=ASSOCIATE’S DEGREE  
3=BACHELOR’S DEGREE  
4=POST-BACCALAUREATE CERTIFICATE  
5=MASTER’S DEGREE  
6=DOCTORAL DEGREE  
7=FIRST PROFESSIONAL DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY)  
8=COURSES NOT LEADING TO DEGREE, CERTIFICATE, OR OTHER FORMAL AWARD  
91=OTHER UNDERGRADUATE PROGRAM  
92=OTHER GRADUATE PROGRAM | D, R | [ ] |
<p>| AJ15            | AJ15 :341/ 30 :50                    | ENTER OTHER UNDERGRADUATE PROGRAM | RECORD VERBATIM RESPONSE | P | [ ] |
| AK15            | AK15 :341/ 80 :50                    | ENTER OTHER GRADUATE PROGRAM | RECORD VERBATIM RESPONSE | P | [ ] |</p>
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<tbody>
<tr>
<td>A215</td>
<td>A215 :343/ 25 : 2</td>
<td>When did you complete the requirements for the Bachelor's degree? ENTER MONTH:</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 97=HAVE NOT RECEIVED DEGREE</td>
<td>D, R</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>AG15</td>
<td>AG15 :343/ 29 : 1</td>
<td>INTERVIEWER: THERE IS AN INCONSISTENCY IN THE DATA. THE RESPONDENT ENROLLED IN A POST-SECONDARY INSTITUTION IN [A111] BUT COMPLETED THE REQUIREMENTS FOR THE BACHELOR'S DEGREE IN [A315]. PLEASE VERIFY.</td>
<td>1=YES, THAT'S CORRECT 2=NO, THAT'S INCORRECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A016</td>
<td>A515 :342/ 50 :50 (fill variable) A016 :343/ 20 : 1</td>
<td>Have you completed this (INSERT A015 DEGREE)?</td>
<td>YES = 1 NO = 2</td>
<td>D, R</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
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<td>Question Wording</td>
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<td>Skip Patterns</td>
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<td>Range/Consistency Checks</td>
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</tr>
<tr>
<td>AX16</td>
<td>AX16 :344/ 6 : 4</td>
<td>What was your cumulative grade point average (GPA) at SAMPLE SCHOOL?</td>
<td>( ) 4 columns</td>
<td>D, R, N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AX99 (#1);</td>
<td>AX99 :344/ 10 : 1</td>
<td>What would you estimate your cumulative GPA to be?</td>
<td>(1) 01=Less than 1.00</td>
<td></td>
<td>P</td>
<td>IF ZA13 = 1 THEN DISPLAY CATI SCREEN AX99;</td>
</tr>
<tr>
<td>AX98 (#2);</td>
<td>AX98 :344/ 11 : 1</td>
<td></td>
<td>02=At least 1.00 but less than 2.00</td>
<td></td>
<td></td>
<td>IF ZA13 = 2 THEN DISPLAY CATI SCREEN AX98;</td>
</tr>
<tr>
<td>AX97 (#3);</td>
<td>AX97 :344/ 12 : 1</td>
<td></td>
<td>03=At least 2.00 but less than 3.00</td>
<td></td>
<td></td>
<td>IF ZA13 = 3 THEN DISPLAY CATI SCREEN AX97;</td>
</tr>
<tr>
<td>AX96 (#4)</td>
<td>AX96 :344/ 13 :10</td>
<td></td>
<td>04=At least 3.00 but less than 4.00</td>
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<td>IF ZA13 = 4 THEN DISPLAY CATI SCREEN AX96;</td>
</tr>
<tr>
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<td></td>
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<td>05=Or between 4.00 and 5.00?</td>
<td></td>
<td></td>
<td>IF ZA13 = 1 CADE INDICATES GPA RANGE = 4.0 OR 1-5;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) 01=Less than 2.00</td>
<td></td>
<td></td>
<td>IF ZA13 = 2 CADE INDICATES GPA RANGE = 1-10;</td>
</tr>
<tr>
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<td>02=At least 2.00 but less than 4.00</td>
<td></td>
<td></td>
<td>IF ZA13 = 3 CADE INDICATES GPA RANGE = 1-100;</td>
</tr>
<tr>
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<td>03=At least 4.00 but less than 6.00</td>
<td></td>
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<td>IF ZA13 = 4 CADE INDICATES GPA RANGE = &quot;OTHER&quot;</td>
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<td>04=At least 6.00 but less than 8.00</td>
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<td>05=At least 8.00 but less than 10.00</td>
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<td>06=Or 10.00?</td>
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<tr>
<td>INSTRUCTION</td>
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<td>(3) 01=Less than 25.0</td>
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<tr>
<td>BOX FOR DATA</td>
<td></td>
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<td>02=At least 25.0 but less than 50.0</td>
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<tr>
<td>DICTIONARY</td>
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<td>03=At least 50.0 but less than 75.0</td>
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<tr>
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<td></td>
<td></td>
<td>04=At least 75.0 but less than 100</td>
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<td></td>
<td>05=Or 100.0?</td>
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<td>(4) OTHER (SPECIFY:)</td>
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<td></td>
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<td></td>
<td>ALL OF THE B&amp;B DETERMINATION LOGIC IS IN THE FLOWCHART IN APPENDIX B.</td>
<td></td>
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<td>Question Number</td>
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<td>A615</td>
<td>A615 :344/ 23 : 1</td>
<td>INTERVIEWER: THIS IS A CRITICAL QUESTION VERIFICATION. IF THE DATE IS CORRECT, THE B&amp;B STATUS (AND POSSIBLY PARENT SAMPLE STATUS) WILL CHANGE. Let me verify your response. You mentioned that you completed your Bachelor's degree in [A215]/[A315]. Is that correct?</td>
<td>1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG</td>
<td></td>
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</tr>
<tr>
<td>A715</td>
<td>A715 :344/ 24 : 1</td>
<td>INTERVIEWER: THIS IS A CRITICAL QUESTION VERIFICATION. IF THE DATE IS CORRECT, THE B&amp;B STATUS (AND POSSIBLY PARENT SAMPLE STATUS) WILL CHANGE. Let me verify your response. You mentioned that you have not completed the requirements for your bachelor's degree. Is that correct?</td>
<td>1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG</td>
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</tr>
<tr>
<td>AX17</td>
<td>AX17 :344/ 26 : 4</td>
<td>What was your GPA for your major at SAMPLE SCHOOL? ENTER THE GPA INCLUDING THE DECIMAL POINT. IF NOT APPLICABLE, ENTER N IF DON'T KNOW, USE FUNCTION KEY F3 (OR ENTER D) IF REFUSED, USE FUNCTION KEY F4 (OR ENTER R)</td>
<td>( ) 4 columns D, R, N</td>
<td>B&amp;B ONLY</td>
<td>P</td>
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</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
<td>So Range/Consistency Checks</td>
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</tr>
<tr>
<td>AX90 (#1); AX89 (#2); AX88 (#3); AX87 (#4)</td>
<td>AX90:344/ 30 :1 AX89:344/ 31 :1 AX88:344/ 32 :1 AX87 :344/ 33 :10</td>
<td>What would you estimate your major GPA to be?</td>
<td>(1) 01=Less than 1.00 02=At least 1.00 but less than 2.00 03=At least 2.00 but less than 3.00 04=At least 3.00 but less than 4.00 05=Or between 4.00 and 5.00?</td>
<td>B&amp;B ONLY IF ZA13 = 1 THEN DISPLAY CATI SCREEN AX90; IF ZA13 = 2 THEN DISPLAY CATI SCREEN AX89; IF ZA13 = 3 THEN DISPLAY CATI SCREEN AX88; IF ZA13 = 4 CADE</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) 01=Less than 2.00 02=At least 2.00 but less than 4.00 03=At least 4.00 but less than 6.00 04=At least 6.00 but less than 8.00 05=At least 8.00 but less than 10.00 06=Or 10.00?</td>
<td>IF ZA13 = 1 CADE INDICATES GPA RANGE = 4.0 OR 1-5; IF ZA13 = 2 CADE INDICATES GPA RANGE = 1-10; IF ZA13 = 3 CADE INDICATES GPA RANGE = 1-100; IF ZA13 = 4 CADE INDICATES GPA RANGE = &quot;OTHER&quot;</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(3) 01=Less than 25.0 02=At least 25.0 but less than 50.0 03=At least 50.0 but less than 75.0 04=At least 75.0 but less than 100 05=Or 100.0?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(4) OTHER (SPECIFY:)</td>
<td></td>
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</tr>
<tr>
<td>A017</td>
<td>A017:343/ 21 :2</td>
<td>When were you awarded the (A015)? ENTER MONTH:</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 97=HAVE NOT RECEIVED DEGREE D, R</td>
<td>P</td>
<td></td>
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</tr>
<tr>
<td>A117</td>
<td>A117:343/ 23 :2</td>
<td>ENTER YEAR:</td>
<td>92 - 93</td>
<td>P</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
<td>So</td>
<td>Range/Consistency Checks</td>
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</tr>
</tbody>
</table>
| AX18            | AX18 :343/ 30 :2                      | What was the main reason for not completing the requirements for your degree? | 1 = CHANGED MAJOR  
2 = PERSONAL OR FAMILY REASONS  
(FAMILY ILLNESS, DIFFICULTY WITH  
C H I  
D I  
A R E  
A R R A N GE  
M E N TS  
E T C.)  
3 = DID NOT HAVE MONEY TO PAY FOR SCHOOL  
4 = FINANCIAL AID WAS DENIED  
5 = NEEDED TO WORK FULL TIME TO SUPPORT FAMILY/SELF  
6 = WANTED A BREAK FROM SCHOOL  
7 = WAS NOT DOING WELL IN SCHOOL  
8 = DID NOT HAVE ENOUGH CREDITS  
91 = OTHER REASON (PLEASE SPECIFY)  
D, R | P | |
<p>| AJ19            | AJ18 :343/ 32 :50                     | ENTER OTHER REASON | RECORD VERBATIM RESPONSE | P | |</p>
<table>
<thead>
<tr>
<th>Question Number</th>
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<th>Skip Patterns</th>
<th>So</th>
<th>Range/Consistency Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A019</td>
<td>A019 :344/ 2 : 2</td>
<td>When do you expect to complete it? ENTER MONTH:</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 97=DO NOT EXPECT TO COMPLETE DEGREE</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timestamp</td>
<td>TV06 :320/ 2 : 8</td>
<td>cumulative time</td>
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<tr>
<td></td>
<td>CV06 :320/ 10 : 5</td>
<td>cumulative question count</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>A020</td>
<td>A020 :345/ 27 : 2</td>
<td>Other than your high school degree or certificate (INSERT and your {bachelor's degree if A215=97,D,R} and {INSERT A015 degree if A016=1}), how many (other) degrees, licenses, or certifications have you earned? Please include certificates and licenses such as real estate licenses, pilot licenses, CPA certificates, etc.</td>
<td>0 1 - 19</td>
<td>D, R</td>
<td>0,D,R = SKIP TO AJ23</td>
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</table>
### A021, Part 1

<table>
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<th>Skip Patterns</th>
<th>So</th>
<th>Range/Consistency Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A021, Part 1</td>
<td>(response codes)</td>
<td>What other degree, license or certification have you earned? Please start with the most recent. (INTERVIEWER: ENTER UP TO SIX). FOR EACH DEGREE: In what year was this received?</td>
<td>UNDERGRADUATE 1=ASSOCIATE'S DEGREE 2=BACHELOR'S DEGREE 3=POST-BACCALAUREATE CERTIFICATE GRADUATE/PROFESSIONAL 4=MASTER'S DEGREE 5=DOCTORAL DEGREE 6=FIRST PROFESSIONAL DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY)</td>
<td>P</td>
<td>COLLECT UP TO 6</td>
<td>(MOST RECENT)</td>
</tr>
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</table>
### STUDENT QUESTIONNAIRE
Revised April 14, 1994
Based on NPSAS - Final CATI

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<tr>
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<th>So</th>
<th>Range/Consistency Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A021, Continued</td>
<td></td>
<td></td>
<td>OTHER CERTIFICATE/LICENSE 7=REAL ESTATE LICENSE 8=PILOT LICENSE 9=VEHICLE LICENSE (TAXI, TRUCK DRIVER, BUS) 10=MEDICAL/DENTAL TECHNICIAN CERTIFICATE 11=COMPUTER PROGRAMMER/SERVICE TECHNICIAN CERTIFICATE 12=MECHANIC'S LICENSE (AUTOMOBILE, MACHINERY) 13=MACHINE OPERATOR LICENSE 14=BEAUTICIAN LICENSE 15=CERTIFIED PUBLIC ACCOUNTANT CERTIFICATE 16=VETERINARY ASSISTANT CERTIFICATE 17=HAM RADIO OPERATOR LICENSE 18=DAYCARE CENTER OPERATOR LICENSE 19=FOOD SERVICE LICENSE 20=SCIENCE (LAB) TECHNICIAN CERTIFICATE 21=CONSTRUCTION LICENSE 22=PROTECTIVE SERVICES LICENSE 23=OTHER DEGREE, LICENSE, OR CERTIFICATION 24=NON-DEGREE PROGRAM</td>
<td></td>
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</tbody>
</table>

### Timestamp
- TV07:320/ 15 : 8
- CV07:320/ 23 : 5

- cumulative time
- cumulative question count

YEAR = 2 columns

A-17
### STUDENT QUESTIONNAIRE
Revised April 14, 1994
Based on NPSAS - Final CATI

<table>
<thead>
<tr>
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<th>So</th>
<th>Range/Consistency Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ23</td>
<td>AJ23 :345/ 80 : 1</td>
<td>Next I need to ask you about the dates of your enrollment in SAMPLE SCHOOL. Also, I will need information on any other postsecondary schools you attended other than SAMPLE SCHOOL. INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.</td>
<td>1=ENTER THE USEREXIT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A026, part 1 (PART OF AJ23_UXT)</td>
<td>Same as LEVEL variable for the school</td>
<td>[OTHER SCHOOL NAME from AJ23] is best described as:</td>
<td>1= A UNIVERSITY OR 4-YEAR COLLEGE 2=A 2- OR 3-YEAR JUNIOR COLLEGE, COMMUNITY COLLEGE, OR TECHNICAL/VOCAATIONAL SCHOOL 3=A LESS THAN 2-YEAR VOCATIONAL, TECHNICAL, OR OCCUPATIONAL SCHOOL OR COLLEGE 4=SOME OTHER TYPE OF SCHOOL</td>
<td></td>
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</tr>
<tr>
<td>A026, part 2 (PART OF AJ23_UXT)</td>
<td>Same as CONTROL variable for the school</td>
<td>[OTHER SCHOOL NAME from AJ23] is best described as:</td>
<td>1=A PUBLIC SCHOOL 2=A PRIVATE, NONPROFIT OR NOT-FOR-PROFIT SCHOOL 3=A PROPRIETARY OR PRIVATE, FOR-PROFIT SCHOOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
<td>So</td>
<td>Range/Consistency Checks</td>
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</tr>
<tr>
<td>A026, part 3</td>
<td>Same as MEAL plan variable for the school</td>
<td>Does [OTHER SCHOOL NAME from AJ23] have a meal plan?</td>
<td>1=YES 2=NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A026, part 4</td>
<td>Address info</td>
<td>Address of [OTHER SCHOOL NAME from AJ23]: STREET ADDRESS LINE 1 STREET ADDRESS LINE 2 CITY STATE ZIP</td>
<td>street address lines = 30 chars apiece city = 20 chars state = 2 chars zip = 5 chars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A030 (1.07)</td>
<td>For the sample school and other schools attended:</td>
<td>Please tell me (or confirm), since July 1, 1992, the dates for all terms (or enrollment periods) that you attended:</td>
<td>THE INTERVIEWER COLLECTS THE BEGINNING MONTH / BEGINNING YEAR AND ENDING MONTH / ENDING YEAR FOR EACH ENROLLMENT PERIOD AT EACH SCHOOL. VALID RANGES FOR THE COLUMNS ARE AS FOLLOWS: (1) BEGINNING MONTH AND YEAR MUST FALL BETWEEN MAY 1992 AND JUNE 1993 (2) ENDING MONTH AND YEAR MUST FALL BETWEEN MAY 1992 AND DECEMBER 1994</td>
<td>IF ANY OF PRELOAD VARIABLES ZA14 - ZA37 HAVE A MM/YY VALUE, COPY THE VALUES TO THE CATI RECORD; DISPLAY A030 IN CATI WITH THE PRELOAD VALUES</td>
<td>SI</td>
<td>FOR THE FULL-SCALE 1993 STUDY, THE MAXIMUM NUMBER OF ENROLLMENT TERMS IS 12</td>
</tr>
<tr>
<td>INSTRUCTION BOX A031 (POP-UP BOX IN AJ23)</td>
<td></td>
<td></td>
<td>IF THE TIMESPAN FOR ANY ENROLLMENT PERIOD IS GREATER THAN 5 MONTHS, PROMPT THE INTERVIEWER TO VERIFY THE DATES.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
<td>So</td>
<td>Range/Consistency Checks</td>
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<tr>
<td>INSTRUCTION BOX A033 (POP-UP BOX IN AJ23)</td>
<td></td>
<td></td>
<td></td>
<td>VERIFY THAT THE SAMPLE SCHOOL HAS AT LEAST ONE ENROLLMENT PERIOD. FOR THE OTHER SCHOOLS, IF NO ENROLLMENT PERIODS ARE ENTERED FOR A SCHOOL, THEN PROMPT THE INTERVIEWER TO DELETE THAT SCHOOL.</td>
<td></td>
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<tr>
<td>A23s :346/ 1 : 1</td>
<td>status code from the userexit (Info on sample school)</td>
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<td>A100 :346/ 2 : 6</td>
<td>IPEDS code</td>
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<td>A26c :346/ 10 : 2</td>
<td>control</td>
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<td>A28d :346/ 12 : 1</td>
<td>meal plan</td>
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<td>A28b :346/ 13 : 2</td>
<td>state</td>
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<td>A28a :346/ 15 :20</td>
<td>city</td>
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<td>A024 :346/ 35 :50</td>
<td>copy of the sample school name</td>
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<tr>
<td>A027 :347/ 5 :30</td>
<td>street address</td>
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<tr>
<td>A27a :347/ 35 :30</td>
<td>street address line 2</td>
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<tr>
<td>A27b :347/ 65 : 5</td>
<td>zip code</td>
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Revised April 14, 1994
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<tbody>
<tr>
<td>(Info on 1st other school)</td>
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<td>A101:347/70:6</td>
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| (2nd other school) | | | | | | |
| A102:349/58:6 | | IPEDS code | level | | | |
| A226:349/64:2 | | | control | | | |
| A28k:349/66:2 | | | meal plan | | | |
| A28i:349/68:1 | | | state | | | |
| A28j:349/69:2 | | | city | | | |
| A28o:349/71:20 | | | copy of the sample school name | | | |
| A224:350/11:50 | | | street address | | | |
| A227:350/61:30 | | | street address line 2 | | | |
| A27e:351/11:30 | | | | | | |
| A27f:351/41:5 | | | | | | |

| (3rd other school) | | | | | | |
| A103:351/46:6 | | IPEDS code | level | | | |
| A326:351/52:2 | | | control | | | |
| A28p:351/54:2 | | | meal plan | | | |
| A28n:351/56:1 | | | state | | | |
| A28q:351/57:2 | | | city | | | |
| A324:351/79:50 | | | copy of the sample school name | | | |
| A327:352/49:30 | | | street address | | | |
| A27g:352/79:30 | | | street address line 2 | | | |
| A27h:353/29:5 | | | | | | |
## STUDENT QUESTIONNAIRE
Revised April 14, 1994
Based on NPSAS - Final CATI

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<th>So</th>
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<tbody>
<tr>
<td>SF01 :353/ 34 : 1</td>
<td>Information on enrollment periods:</td>
<td>school index for enrollment #1</td>
<td>range for school index 1-4</td>
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<tr>
<td>BD01 :353/ 35 : 4</td>
<td>beginning date (mmyy) for enrollment #1</td>
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<td>1 - sample school</td>
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<td>ED01 :353/ 39 : 4</td>
<td>ending date (mmyy) for enrollment #1</td>
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<td>2 - 1st other school</td>
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<td>SF02 :353/ 43 : 1</td>
<td>school index for enrollment #2</td>
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<td>3 - 2nd other school</td>
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<tr>
<td>BD02 :353/ 44 : 4</td>
<td>beginning date (mmyy) for enrollment #2</td>
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<td>4 - 3rd other school</td>
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<td>ED02 :353/ 48 : 4</td>
<td>ending date (mmyy) for enrollment #2</td>
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<td>SF03 :353/ 52 : 1</td>
<td>school index for enrollment #3</td>
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<td>BD03 :353/ 53 : 4</td>
<td>beginning date (mmyy) for enrollment #3</td>
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<td>A038</td>
<td>SUMMARY OF ENROLLMENT TERMS: SCHOOL_NAMES BEG_DATE END_DATE (upto 12 enrollment terms)</td>
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<td>SUMMARY OF ENROLLMENT TERMS: SCHOOL_NAMES BEG_DATE END_DATE (upto 12 enrollment terms)</td>
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<td>SUMMARY OF ENROLLMENT TERMS: SCHOOL_NAMES BEG_DATE END_DATE (upto 12 enrollment terms)</td>
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1=THIS IS CORRECT
2=NEED TO ADD/CORRECT SCHOOL OR ENROLLMENT PERIOD
1= SKIP TO A137
2= RETURN TO AJ23 AND RE-ENTER USEREXIT
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<th>CATI variable name, location and width</th>
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<th>Response Categories</th>
<th>Skip Patterns</th>
<th>So</th>
<th>Range/Consistency Checks</th>
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| A137            | For sample school: A137 :362/ 44 : 1  
For other school 1: A237 :363/ 15 : 1  
For other school 2: A337 :363/ 66 : 1  
For other school 3: A437 :364/ 37 : 1 | At (SAMPLE SCHOOL/OTHER SCHOOL), were you enrolled on a clock/contact or credit hour basis? | 1=CREDIT HOURS  
2=CLOCK/CONTACT HOURS  
3=BOTH  
4=OTHER | IF ZA63 = 1 - 4, COPY ZA63 TO CATI RECORD;  
IF ZA63 = 1 - 3, DO NOT DISPLAY A137 IN CATI FOR SAMPLE SCHOOL, AND SKIP TO B002 FOR SAMPLE SCHOOL;  
IF ZA63 = 4, DISPLAY A137 IN CATI WITH ZA63 VALUE FOR THE SAMPLE SCHOOL; IF A137 VERIFIED BY STUDENT = 4, CONTINUE TO A138 FOR SAMPLE SCHOOL.  
------------------------ | SI | IF ZA63 = 1 - 4, CADE INDICATES SAMPLE SCHOOL OPERATES ON CREDIT, CLOCK, BOTH, OR OTHER BASIS |
| A138            | For sample school: A138 :362/ 45 :50  
For other school 1: A238 :363/ 16 :50  
For other school 2: A338 :363/ 67 :50  
For other school 3: A438 :364/ 38 :50 | Enter Other System | RECORD VERBATIM RESPONSE | 4=CONTINUE | P | |

A-24
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### SECTION B: ENROLLMENT AND COSTS

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<td>B002</td>
<td>B002 :365/ 8 : 1</td>
<td>Did you change your major at SAMPLE SCHOOL any time between July 1, 1992 and June 30, 1993?</td>
<td>YES = 1</td>
<td>NO = 2</td>
<td>D, R</td>
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<td>IF B002 = 2 AND STUDENT ATTENDED OTHER SCHOOLS BETWEEN JULY 1, 1992 AND JUNE 30, 1993 (A123 = 1), SKIP TO BXX3; IF B002 = 2 AND STUDENT DID NOT ATTEND OTHER SCHOOLS BETWEEN JULY 1, 1992 AND JUNE 30, 1993 (A123 = 2) SKIP TO B106 IF B002 = 1,D,R CONTINUE WITH BXX2</td>
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<td>BXX2</td>
<td>BXX2 :365/ 9 : 1</td>
<td>What was your major at SAMPLE SCHOOL during (INSERT FIRST ENROLLMENT TERM) INTERVIEWER: PLEASE ENTER THE MAJOR AND SELECT THE APPROPRIATE CODE IN THE USEREXIT.</td>
<td>1=SPECIFY MAJOR OR PROGRAM OF STUDY D,R</td>
<td>IF NENO=1 AND A123=1, THEN SKIP TO BXX3 IF NENO=1 AND A123#1, THEN SKIP TO B105 IF NENO#1, THEN SKIP TO B1X2</td>
<td>P</td>
<td>NENO=NUMBER OF ENROLLMENT TERMS FROM AJ23_USEREXIT</td>
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<td>B1X2</td>
<td>B1X2 :366/ 54 : 1 (intro screen)</td>
<td>And what was your major at SAMPLE SCHOOL during (INSERT LAST ENROLLMENT TERM)? INTERVIEWER: PLEASE ENTER THE MAJOR AND SELECT THE APPROPRIATE CODE IN THE USEREXIT.</td>
<td>1=SPECIFY MAJOR OR PROGRAM OF STUDY D,R</td>
<td>IF NO SCHOOLS OTHER THAN SAMPLE SCHOOL ATTENDED BETWEEN 7/1/92 AND 6/30/93, SKIP TO B105</td>
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<td>BXX3</td>
<td>BXX3 :368/ 19 : 1 (school 1)</td>
<td>What was your major at (SCHOOL NAME) between July 1, 1992 and June 30, 1993? INTERVIEWER: PLEASE ENTER THE MAJOR AND SELECT THE APPROPRIATE CODE IN THE USEREXIT</td>
<td>1=SELECT MAJOR OR PROGRAM OF STUDY D,R</td>
<td>ASK FOR EACH SCHOOL, OTHER THAN SAMPLE SCHOOL, LISTED AT AJ23</td>
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<td>IF NO SCHOOLS OTHER THAN SAMPLE SCHOOL ATTENDED BETWEEN 7/1/92 AND 6/30/93, CONTINUE TO B106; IF MORE THAN ONE SCHOOL ATTENDED, SKIP TO B116</td>
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<td>During the school year July 1, 1992 through June 30, 1993, were you classified, primarily,...</td>
<td>1=as a full time student, even if you worked part time</td>
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| B1J6            | B1J6 :373/ 25 : 1                     | During the school year July 1, 1992 through June 30, 1993, were you classified, primarily,... | 1=as a full time student, even if you worked part time  
2=as a full time student at one or more of the schools  
3=as a part time student at all of the schools | D, R | P |  |
|                 |                                       |                  |                     |               |              |                  |
| INSTRUCTION BOX B17A |                                   |                  |                     | IF SCTL=3 OR A137=2, THEN SKIP TO B110; OTHERWISE, CONTINUE TO B107 |  |
| B107            | B107 :373/ 26 : 2                     | Between July 1, 1992 and June 30, 1993, how many courses did you take? | 1 - 30 | D, R | P |  |
| B108            | B108 :373/ 28 : 2                     | How many credits did that represent? | 0  
1 - 70 | D, R | SI | ZB0 > 0, CADE INDICATES NUMBER OF CREDITS TAKEN BY STUDENT ACROSS ALL TERMS OF ENROLLMENT BETWEEN JULY 1, 1992 AND JUNE 30, 1993 THE TOTAL CREDIT HOURS SHOULD EQUAL AT LEAST "1." |
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
<th>Question Wording</th>
<th>Response Categories</th>
<th>Skip Patterns</th>
<th>Source Range/Consistency Checks</th>
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</thead>
<tbody>
<tr>
<td>B109</td>
<td>B109 :373/ 30 : 1</td>
<td>Were most of these credits based on a semester, quarter, trimester or other system?</td>
<td>1=SEMESTER</td>
<td>1,2,D,R = SKIP TO QUESTION B111</td>
<td>P</td>
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<td></td>
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<td>2=QUARTER</td>
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<td>3=TRIMESTER</td>
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<td>4=OTHER</td>
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<td></td>
<td>D, R</td>
<td></td>
<td></td>
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<tr>
<td>B9a</td>
<td>B9a :373/ 31 :20</td>
<td>ENTER OTHER UNIT</td>
<td>RECORD VERBATIM ANSWER</td>
<td>SKIP TO QUESTION B111</td>
<td></td>
</tr>
<tr>
<td>B110</td>
<td>B110 :373/ 51 : 2</td>
<td>How many hours of instruction were you scheduled to attend each week during the school year?</td>
<td>1 - 49</td>
<td>IF ZB1 &gt; 0, COPY ZB1 TO CATI RECORD, DO NOT DISPLAY B110 IN CATI, AND CONTINUE TO B111</td>
<td>SI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50 - 80</td>
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<td></td>
<td></td>
<td>D,R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B10a</td>
<td>B10a :373/ 53 : 1</td>
<td>INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT WAS SCHEDULED TO ATTEND [B110] HOURS OF INSTRUCTION EVERY WEEK</td>
<td>1=YES, THAT'S CORRECT</td>
<td>IF ZB1 &gt; 0, CADE INDICATES NUMBER OF CLASSROOM AND LAB HRS ATTENDED PER WEEK</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>2=NO,</td>
<td>FLAG FOR PROBE IF ZB1 &gt; 50</td>
<td></td>
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<tr>
<td>Question Number</td>
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<tr>
<td>B111</td>
<td>B111 :373/ 74 : 7</td>
<td>How much were your total tuition and fees prior to any discounts or waivers for the entire 1992-'93 school year (for all schools)?</td>
<td>0-8999 9000-29999</td>
<td>IF ZB2 &gt; 0, COPY ZB2 TO CATI RECORD, DO NOT DISPLAY B111 IN CATI, AND CONTINUE TO B112</td>
<td>SI</td>
</tr>
</tbody>
</table>

**NOTE FOR TEXT SUBSTITUTIONS**
Text substitute "for all schools" if more than sample school collected at A123

<table>
<thead>
<tr>
<th>B111 (continued)</th>
<th>FLAG FOR PROBE</th>
<th>IF $9,000 &amp; SCHOOL IS PUBLIC (SCTL=1);</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>FLAG FOR PROBE</td>
<td>IF $14,000 &amp; SCHOOL IS PROPRIETARY (SCTL=3);</td>
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<tr>
<td></td>
<td>FLAG FOR PROBE</td>
<td>IF $20,000 &amp; SCHOOL IS PRIVATE (SCTL=2);</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
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</tbody>
</table>
| BZ04            | BZ04 :374/ 1 : 1                      | There is a discrepancy between our records and your answer. According to our records, the tuitions and fees at SAMPLE SCHOOL was \$ZB2. You mentioned that the tuition and fees prior to any discount or waivers for the entire year for all schools was \$B111. Is the amount \$B111 correct? | 1=YES, THAT'S CORRECT  
2=NO, THAT'S NOT CORRECT | | |
2=NO, THAT'S NOT CORRECT | | |
| B112            | B112 :374/ 38 : 4                     | During the 1992-'93 school year, how much did you spend for books and supplies?  
0-2000  
2001-4999 | | P | FLAG FOR PROBE IF \$2,000 |
| BZ3A            | BZ3A :374/ 42 : 1                     | BOOKS ARE NOT LIMITED TO TEXTBOOKS, BUT ALSO INCLUDE DICTIONARIES, ENCYCLOPEDIAS, REFERENCE BOOKS, SCHOOL-RELATED PUBLICATIONS, ETC.  
SUPPLIES MAY INCLUDE ANY MATERIALS STUDENTS ARE REQUIRED TO BUY AS WELL AS ANY STUDENT AIDS. SUPPLIES MAY INCLUDE ITEMS SUCH AS PAPER, RULERS, ART MATERIALS, ETC. | 1=CONTINUE | RETURN TO B112 |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>BZ3B</td>
<td>BZ3B :374/ 43 : 1</td>
<td>YOU JUST INDICATED THAT THE AMOUNT YOU SPENT DURING THE 1992-93 SCHOOL YEAR FOR BOOKS AND SUPPLIES WAS [B112]. WAS THAT CORRECT?</td>
<td>1=YES 2=NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B113</td>
<td>B113 :374/ 44 : 5</td>
<td>During the 1992-'93 school year, how much did you spend for other items such as computers, microscopes, tools, instruments, or safety equipment?</td>
<td>0-5000 5001-5999 H, h=HELP SCREEN TO DEFINE OTHER ITEMS D, R</td>
<td>P</td>
<td>FLAG FOR PROBE IF ≥ $5,000</td>
<td></td>
</tr>
<tr>
<td>BZ4A</td>
<td>BZ4A :374/ 49 : 1</td>
<td>ALSO INCLUDED ARE SOME ITEMS SUCH AS CAMERA EQUIPMENT FOR A PHOTOGRAPHY STUDENT, TOOLS FOR AN AUTO REPAIR STUDENT, OR SCUBA TANKS FOR A MARINE BIOLOGY STUDENT.</td>
<td>1=CONTINUE</td>
<td>RETURN TO B113</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BZ4B</td>
<td>BZ4B :374/ 50 : 1</td>
<td>YOU INDICATED THAT THE AMOUNT YOU SPENT DURING THE 1992-93 SCHOOL YEAR FOR OTHER ITEMS WAS [B113]. WAS THAT CORRECT?</td>
<td>1=YES, THAT'S CORRECT 2=NO, THAT'S NOT CORRECT</td>
<td></td>
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</tr>
<tr>
<td>B114</td>
<td>B114 :374/ 51 : 4</td>
<td>During the 1992-'93 school year, how much did you spend on commuting to class for things such as bus fare, gas and parking? Do not include car insurance or car maintenance.</td>
<td>0-2000 2001-5999 D, R</td>
<td>P</td>
<td>FLAG FOR PROBE IF ≥ 2,000</td>
<td></td>
</tr>
<tr>
<td>BZ5B</td>
<td>BZ5B :374/ 55 : 1</td>
<td>YOU JUST INDICATED THAT THE AMOUNT YOU SPENT DURING THE 1992-93 SCHOOL YEAR FOR COMMUTING WAS [B114]. IS THAT CORRECT?</td>
<td>1=YES, THAT'S CORRECT 2=NO, THAT'S NOT CORRECT</td>
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<td>Question Number</td>
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<tr>
<td>B115</td>
<td>B115 :374/ 56 : 5</td>
<td>During the 1992-’93 school year, how much did you spend for other educational expenses such as transportation to your permanent home or dependent care while attending class?</td>
<td>0-2000</td>
<td></td>
<td>P</td>
<td>FLAG FOR PROBE IF ≤ $2,000</td>
</tr>
<tr>
<td>BZ6B</td>
<td>BZ6B :374/ 61 : 1</td>
<td>YOU JUST INDICATED THAT THE AMOUNT THAT YOU SPENT DURING THE 1992-93 SCHOOL YEAR FOR OTHER EDUCATIONAL EXPENSES WAS [B115]. IS THAT CORRECT?</td>
<td>1=YES, THAT'S CORRECT</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>B016</td>
<td>B016 :374/ 62 : 2</td>
<td>During the 1992-’93 school year did you live primarily...</td>
<td>1=in school-owned housing</td>
<td></td>
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<td></td>
<td></td>
<td>[&quot;PRIMARILY&quot;&quot;: THE PLACE WHERE THE STUDENT STAYS, OR HAS ARRANGED TO STAY, THE MAJORITY OF THE TIME. FOR EXAMPLE, A STUDENT MAY STAY MOST NIGHTS WITH A FRIEND BUT PAYS TO RENT A ROOM IN ANOTHER PLACE; THE RENTED ROOM IS WHERE THE STUDENT PRIMARILY LIVES.]</td>
<td>2=in an apartment or house other than with parents or guardians</td>
<td></td>
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<td></td>
<td>3=with parents or guardians</td>
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<td>4=with relatives other than parents, guardians, spouse, or children</td>
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<td>91=OTHER</td>
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<td>D, R</td>
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</tr>
<tr>
<td>B16a</td>
<td>B16a :374/ 64 :30</td>
<td>ENTER OTHER</td>
<td>RECORD VERBATIM ANSWER</td>
<td></td>
<td>SKIP TO B022</td>
<td></td>
</tr>
<tr>
<td>B017</td>
<td>B017 :375/ 14 : 5</td>
<td>For the 1992-’93 school year, how much did you or your family pay for housing?</td>
<td>0-9999</td>
<td></td>
<td></td>
<td>FLAG FOR PROBE IF ≥ $10,000</td>
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<td></td>
<td></td>
<td>10000-99999</td>
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<tr>
<td>BZ7B</td>
<td>BZ7B :375/ 19 : 1</td>
<td>YOU JUST INDICATED THAT THE AMOUNT YOU SPENT DURING THE 1992-93 SCHOOL YEAR FOR HOUSING WAS [B017]. IS THAT CORRECT?</td>
<td>1=YES</td>
<td></td>
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<td></td>
<td>2=NO</td>
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<tr>
<td>B018</td>
<td>B018 :375/ 20 : 1</td>
<td>Does this include a meal plan?</td>
<td>1=YES 2=NO</td>
<td>D,R</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>B019</td>
<td>B019 :375/ 21 : 1</td>
<td>Was the school-owned housing located on campus or off campus?</td>
<td>1=ON CAMPUS 2=OFF CAMPUS</td>
<td>D, R</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Timestamp</td>
<td>TV12 :320/ 80 : 8 CV12 :321/ 8 : 5</td>
<td>cumulative time cumulative question count</td>
<td></td>
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<tr>
<td>BJ22</td>
<td>B022 :377/32 :5 (rent)</td>
<td>Other than the education-related expenses previously mentioned, between July 1, 1992 and June 30, 1993 how much were your <strong>average</strong> monthly expenses for...</td>
<td>$(___).00 5 columns (per item)</td>
<td>NON B&amp;Bs SKIP TO QUESTION C001</td>
<td>P</td>
<td>FLAG FOR PROBE IF RENT ≥ $1,000</td>
</tr>
<tr>
<td></td>
<td>B023 :377/37 :5 (food)</td>
<td>... rent or mortgage, and utilities, excluding telephone (and what was paid for living in school-owned housing)?</td>
<td>=EXIT GRID, ALL DONE</td>
<td></td>
<td></td>
<td>FLAG FOR PROBE IF FOOD ≥ $300</td>
</tr>
<tr>
<td></td>
<td>B024 :377/42 :5 (transportation)</td>
<td>...food, including meals in restaurants? (including meal programs)</td>
<td></td>
<td></td>
<td></td>
<td>FLAG FOR PROBE IF TRANSPORTATION ≥ $500</td>
</tr>
<tr>
<td></td>
<td>B025 :377/47 :5 (personal expenses)</td>
<td>... transportation costs such as car loans, maintenance and insurance? (Please do not include the $(B114) you spent commuting to class.)</td>
<td></td>
<td></td>
<td></td>
<td>FLAG FOR PROBE IF PERSONAL ≥ $1,000</td>
</tr>
<tr>
<td></td>
<td>B026 :377/52 :5 (dependent care)</td>
<td>... personal expenses such as clothing, dry cleaning, recreation, vacation, trips, and so forth?</td>
<td></td>
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<td>FLAG FOR PROBE IF CARE ≥ $500</td>
</tr>
<tr>
<td></td>
<td>B027 :377/57 :5 (repaying educ loans)</td>
<td>... dependent care for parent or children, daycare, babysitting? Please exclude child care costs specifically related to school.</td>
<td></td>
<td></td>
<td></td>
<td>FLAG FOR PROBE IF LOANS ≥ $500</td>
</tr>
<tr>
<td></td>
<td>B028 :377/62 :5 (other expenses)</td>
<td>... repaying educational loans between July 1, 1992 and June 30, 1993?</td>
<td></td>
<td></td>
<td></td>
<td>FLAG FOR PROBE IF OTHER ≥ $500</td>
</tr>
<tr>
<td></td>
<td>Grid control variables:</td>
<td>... other expenses, such as phone, child support paid, life or health insurance, or loans other then educational?</td>
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<td></td>
<td>BJ22 :377/67 :5</td>
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<td>BK22 :377/72 :2</td>
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<td>BM22 :377/74 :1</td>
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<td>BN22 :377/75 :1</td>
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<td>BU22 :377/76 :5</td>
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<td>BV22 :378/1 :1</td>
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<td>cumulative time</td>
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<td></td>
<td>CV13 :321/21 :5</td>
<td>cumulative question count</td>
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<tr>
<td>B029</td>
<td>B029 :378/ 2 : 1 B30s :378/ 4 : 1 (userexit status)</td>
<td>Now I'd like to talk about the postsecondary institutions you attended prior to July 1, 1992. Prior to July 1, 1992, did you attend any schools other than SAMPLE SCHOOL?</td>
<td>1=YES 2=NO D,R</td>
<td>B &amp; B ONLY 2,D,R=SKIP TO C001</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>BJ29</td>
<td>BJ29 :378/ 3 : 1</td>
<td>Please give me the names of all the postsecondary schools you attended prior to July 1, 1992. I will also need to know when you first attended the school and when you last attended the school.</td>
<td>1=ENTER THE USEREXIT</td>
<td>B &amp; B ONLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B030, part 1 (Part of BJ29_UXT)</td>
<td>Same as LEVEL variable for the school</td>
<td>What type of school is [OTHER SCHOOL NAME from BJ29]</td>
<td>1= A UNIVERSITY OR 4-YEAR COLLEGE 2=A 2- OR 3-YEAR JUNIOR COLLEGE, COMMUNITY COLLEGE, OR TECHNICAL/VOCATIONAL SCHOOL 3=A LESS THAN 2-YEAR VOCATIONAL, TECHNICAL, OR OCCUPATIONAL SCHOOL OR COLLEGE 4=SOME OTHER TYPE OF SCHOOL</td>
<td>B &amp; B ONLY</td>
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<td></td>
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<tr>
<td>B030, part 2</td>
<td>Same as CONTROL variable for the school</td>
<td>What type of school is [OTHER SCHOOL NAME from BJ29]?</td>
<td>1=A PUBLIC SCHOOL, 2=A PRIVATE, NONPROFIT OR NOT-FOR-PROFIT SCHOOL, 3=A PROPRIETARY OR PRIVATE, FOR-PROFIT SCHOOL</td>
<td>B &amp; B ONLY</td>
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</tr>
<tr>
<td>B030, part 3</td>
<td>Same as MEAL plan variable for the school</td>
<td>Does [OTHER SCHOOL NAME from BJ29] have meal plan?</td>
<td>1=YES, 2=NO</td>
<td>B &amp; B ONLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B030, part 4</td>
<td>Address info</td>
<td>Address of [OTHER SCHOOL NAME from BJ29]: STREET ADDRESS LINE 1 STREET ADDRESS LINE 2 CITY STATE ZIP</td>
<td>street address lines = 30 chars apiece, city = 20 chars, state = 2 chars, zip = 5 chars</td>
<td>B &amp; B ONLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B033</td>
<td></td>
<td>1. What was the month and year you first attended [OTHER SCHOOL NAME from BJ29]?</td>
<td>INTERVIEWER COLLECTS THE FIRST ENROLLMENT PERIOD STUDENT ATTENDED EACH SCHOOL, AND THE LAST ENROLLMENT PERIOD STUDENT ATTENDED EACH SCHOOL PRIOR TO 7/1/92.</td>
<td>B &amp; B ONLY</td>
<td></td>
<td>P CANNOT BE EARLIER THAN DATE GIVEN IN AX11</td>
</tr>
</tbody>
</table>

B-13
<table>
<thead>
<tr>
<th>Question Number</th>
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<th>Source</th>
<th>Range/Consistency Checks</th>
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</thead>
<tbody>
<tr>
<td>INSTRUCTION BOX BA33  &lt;br&gt; (pop-up box in BJ29 UXT)</td>
<td>B &amp; B ONLY &lt;br&gt; VERIFY THAT ENROLLMENT DATE ENTERED IS GREATER THEN DATE IN AX11/A111. IF NOT, THEN PROMPT INTERVIEWER TO ENTER A VALUE GREATER THAN THE VALUE IN AX11/A111.</td>
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### SECTION C: FINANCIAL AID

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<td>C001</td>
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<td>Before we discuss the 1992-93 school year, please tell me if you were enrolled in a postsecondary institution between July 1, 1991 and June 30, 1992?</td>
<td>1=YES&lt;br&gt;2=NO&lt;br&gt;D, R</td>
<td>IF (AX11 ≥ 7 and A111=91) OR (AX11&gt;1 and AX11 ≤ 6 and A111=92), THEN SKIP TO C002.</td>
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<td>C002</td>
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<td>The next few questions concern financial aid. Financial aid includes grants, scholarships, loans, College work-study, fellowships, assistantships, and assistance for education from an employer or the military. Did you receive any financial aid for the time you attended school during the 1991-92 school year? Please do not include aid from family, friends or relatives.</td>
<td>1=YES&lt;br&gt;2=NO&lt;br&gt;D, R</td>
<td>IF ZC2 = 1 COPY ZC2 TO CATI RECORD, DO NOT DISPLAY C001 IN CATI, AND CONTINUE TO C002; 2,D,R = SKIP TO BOX C003</td>
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<td>IF ZC2 = 1 THEN CADE INDICATES STUDENT ENROLLED IN SAMPLE SCHOOL FOR 1991 - 92</td>
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<td>IF THE STUDENT RECEIVED FINANCIAL AID ON THE RECORD ABSTRACT, SKIP TO CX80. IF THE STUDENT DID NOT RECEIVE AID AT THE SAMPLED INSTITUTION, SKIP TO C081. IF IT IS NOT KNOWN IF THE STUDENT RECEIVED FINANCIAL AID, CONTINUE WITH C004</td>
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<td>IF ZC3 = 1 THEN CATI SKIPS TO CX80; IF ZC3 = 2 THEN CATI SKIPS TO C081; IF ZC3 ≠ 1 OR 2, THEN CATI CONTINUES TO C004</td>
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<td>IF ZC3 = 1 CADE INDICATES AID RECEIVED 2 = CADE INDICATES NO AID RECEIVED</td>
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<td>Did you apply for financial aid for the 1992-93 school year? FINANCIAL AID INCLUDES GRANTS, SCHOLARSHIPS, LOANS, COLLEGE WORK-STUDY, FELLOWSHIPS, ASSISTANTSHIPS, AND ASSISTANCE FOR EDUCATION FROM AN EMPLOYER OR THE MILITARY.</td>
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<td>C005 CC05</td>
<td>Sample school: C005 :388/ 13 : 1 Other schools: CC05 :395/ 56 : 1</td>
<td>Were you awarded financial aid for the time you attended SAMPLE SCHOOL during the 1992-93 school year? This includes offered aid that you accepted or refused for items such as grants, scholarships, student loans, college work-study, and assistance from an employer or the military. Do not include aid from family, friends or relatives.</td>
<td>1=YES 2=NO D,R</td>
<td>SAMPLE SCHOOL 2,D,R=SKIP TO CJ08 OTHER SCHOOLS 2,D,R=SKIP TO CM08</td>
<td>P IF STUDENT ATTENDED MORE THAN ONE SCHOOL OTHER THAN SAMPLE SCHOOL DURING 1992-1993. C005 THROUGH CX82/PART 2 ARE ASKED JUST ONCE FOR ALL OTHER SCHOOLS. THE QUESTIONS ARE ASKED FIRST FOR THE SAMPLE SCHOOL. THEN THE SYSTEM RETURNS TO CC05 AND ASKS THE SERIES (CC05-CY82) AGAIN FOR ALL OTHER SCHOOLS.</td>
<td></td>
</tr>
<tr>
<td>C006 CC06</td>
<td>Sample school: C006 :388/ 14 : 1 Other schools: CC06 :395/ 57 : 1</td>
<td>Did you accept all, none, or some of the financial aid that you were awarded for the 1992 - '93 school year?</td>
<td>1=ALL 2=NONE 3=SOME D,R</td>
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<tr>
<td>Timestamp</td>
<td>TV16 :321/ 52 : 8 CV16 :321/ 60 : 5</td>
<td>cumulative time cumulative question count</td>
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C-3
<table>
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<th>Question Number</th>
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<th>Response Categories</th>
<th>Skip Patterns</th>
<th>Source Checks</th>
<th>Range/Consistency Checks</th>
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</thead>
<tbody>
<tr>
<td>CJ08</td>
<td>CJ08 :388/15 :1</td>
<td>The next set of questions are concerned with the various types of financial aid you might have received while attending SAMPLE SCHOOL for the 1992-1993 school year.</td>
<td>1=ENTER THE USEREXIT</td>
<td>IF C005=2,D,R, SKIP TO CX82</td>
<td></td>
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<td></td>
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<td>INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.</td>
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<tr>
<td>CM08</td>
<td>CM08 :395/58 :1</td>
<td>The next set of questions are concerned with the various types of financial aid you might have received while attending schools other than SAMPLE SCHOOL for the 1992-1993 school year.</td>
<td>1=ENTER THE USEREXIT</td>
<td>IF CC05=2,D,R, SKIP TO CY82</td>
<td>ASK ONLY IF A123=2,D,R</td>
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<td></td>
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<td>INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.</td>
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<tr>
<td>C008 CC08</td>
<td>Sample school: C008 :394/57 :6 Other schools: C008 :402/20 :6</td>
<td>What is the total amount of financial aid you were awarded and accepted while attending SCHOOL NAME for the 1992-1993 school year? Please do not include aid from family, friends, or relatives.</td>
<td>$( ) .00 6 columns</td>
<td>D, R</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>C009 CC09</td>
<td>Sample school: C009 :388/16 :1 Other schools: C009 :388/17 :6 Other schools: CC09 :395/59 :1 CC10 :395/60 :6</td>
<td>Of the amount awarded and accepted by you in 1992-1993 for SCHOOL NAME, was any of it from grants or scholarships, that is, money you do not have to pay back? Please do not include tuition waivers. IF YES, ASK: About how much was the total amount of these grants and scholarships?</td>
<td>1=YES 2=NO $( ) .00 6 columns</td>
<td>D, R</td>
<td>2, D, R = SKIP TO C025 P</td>
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</table>

C-4
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<th>Source</th>
<th>Range/Consistency Checks</th>
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</table>

INSTRUCTION BOX C025

GRANT/SCHOLARSHIP REVIEW:
IF THE DIFFERENCE BETWEEN C009 AND THE SUM OF ITEMS AT C009, PART 2 IS GREATER THAN 10%, REVIEW WITH RESPONDENT THE TYPES OF GRANTS AND/OR SCHOLARSHIPS AND THE AMOUNTS THAT WERE AWARDED.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>Response Categories</th>
<th>Skip Patterns</th>
<th>Source</th>
<th>Range/Consistency Checks</th>
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</thead>
<tbody>
<tr>
<td>C026 CC26</td>
<td>Sample school: C026 :388/ 65 : 1 C027 :388/ 66 : 5 Other schools: CC26 :396/ 28 : 1 CC27 :396/ 29 : 5</td>
<td>For the 1992-93 school year, were your tuition and/or fees at SCHOOL NAME waived in part or in full? IF YES: About how much was waived?</td>
<td>1=YES 2=NO $( ).00 5 columns D, R</td>
<td>P</td>
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<tr>
<td>C028 CC28</td>
<td>Sample school: C028 :388/ 71 : 1 C029 :388/ 72 : 5 Other schools: CC28 :396/ 34 : 1 CC29 :396/ 35 : 5</td>
<td>Of the amount awarded and accepted by you in 1992-1993 for SCHOOL NAME, was any of it from loans, that is, borrowed money that you must repay? Please do not include loans from family, friends, or relatives. IF YES: How much was the total amount of these loans?</td>
<td>1=YES 2=NO $( ).00 5 columns D, R</td>
<td>2, D, R = SKIP TO C050</td>
<td>P</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
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<tr>
<td>C028, PART 2</td>
<td>C031 :389/ 77 : 4 (Stafford)</td>
<td>Sample school:</td>
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<td>P</td>
<td>FLAG FOR PROBE IF:</td>
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<tr>
<td>CC28, PART 2</td>
<td>C033 :389/ 1 : 5 (Perkins)</td>
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<td>C035 :389/ 6 : 4 (SLS)</td>
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<td>C037 :389/ 10 : 5 (HEAL)</td>
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<td>C039 :389/ 15 : 5 (HPSL)</td>
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<td>C041 :389/ 20 : 5 (other federal)</td>
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<td>C043 :389/ 25 : 5 (state loan)</td>
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<td>C045 :389/ 30 : 5 (institutional)</td>
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<td>Other schools:</td>
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<td>CC31 :396/ 40 : 4</td>
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<td>CC33 :396/ 44 : 5</td>
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<td>CC35 :396/ 49 : 4</td>
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<td>CC37 :396/ 53 : 5</td>
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<td>CC39 :396/ 58 : 5</td>
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<td>CC41 :396/ 63 : 5</td>
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<td>CC43 :396/ 68 : 5</td>
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<td>CC45 :396/ 73 : 5</td>
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<td>Was any part of this...</td>
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<td>... a Stafford/Guaranteed Student Loan?</td>
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<td>... a Perkins/National Direct Student Loan?</td>
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<td>While enrolled in SCHOOL NAME did you receive...</td>
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<td>... a supplemental loan to students (SLS)?</td>
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<td>... a Health Education Assistance Loan (HEAL)?</td>
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<td>... a Health Professional Student Loan (HPSL)?</td>
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<td>... any other federal loan?</td>
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<td>... a state loan?</td>
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<td>... a postsecondary institutional loan?</td>
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</tbody>
</table>

Response Categories: $($) ,00
4 or 5 columns PER ITEM

Skip Patterns: D, R

Source: P

Range/Consistency Checks:

- **STAFFORD > $4,000 AND RESPONDENT IS UNDERGRAD**
  
  (A014 = 1 - 5, OR 91)

- **STAFFORD > $7,500 AND RESPONDENT IS GRADUATE OR FIRST-PROFESSIONAL**
  
  (A014 = 6 - 8, OR 92)

- **PERKINS > $10,000 AND RESPONDENT IS UNDERGRAD**
  
  (A014 = 1 - 5, OR 91)

- **PERKINS > $20,000 AND RESPONDENT IS GRADUATE OR FIRST-PROFESSIONAL**
  
  (A014 = 4 - 8, OR 92)
<table>
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<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>Response Categories</th>
<th>Skip Patterns</th>
<th>So urce</th>
<th>Range/Consistency Checks</th>
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<tbody>
<tr>
<td>C028, PART 2</td>
<td>C028, PART 2</td>
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<td>CC28, PART 2</td>
<td>CC28, PART 2</td>
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</tbody>
</table>
| C046            | Sample school: C046 :389/ 35 : 1        | Did you receive any loans from sources other than federal, State or Institutional loans? For example, loans from your employer or personal loans such as loans secured through banks, savings and loans, or credit unions. Do not include loans received from family, friends, or relatives. [THES
| CC46            | Other schools: CC46 :396/ 78 : 1        |                  |                     |               |         |                          |
|                 |                                        |                  |                     |               |         |                          |
|                 | 1=YES                                   |                  |                     |               |         |                          |
|                 | 2=NO                                    |                  |                     |               |         |                          |
|                 | D, R                                    |                  |                     |               |         |                          |
|                 | 2, D OR R = SKIP TO C050                |                  |                     |               |         |                          |
|                 | P                                       |                  |                     |               |         |                          |
### C046, PART 2 – Sample school:
Specify the other loans, and provide the amount.

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<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>Response Categories</th>
<th>Skip Patterns</th>
<th>So urce</th>
<th>Range/Consistency Checks</th>
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</thead>
<tbody>
<tr>
<td>C046, PART 2</td>
<td>CC46, PART 2</td>
<td>Specify the other loans, and provide the amount.</td>
<td>1. (SPECIFY LOAN #1) 2. (SPECIFY LOAN #2) 3. (SPECIFY LOAN #3) 4. (SPECIFY LOAN #4)</td>
<td>P</td>
<td>COLLECT UP TO 4 LOANS FLAG FOR PROBE FOR ANY LOAN &gt; $20,000</td>
<td></td>
</tr>
</tbody>
</table>

Other schools:
CC47 :396/ 79 :50
CC48 :397/ 49 :5
C47b :397/ 54 :50
C48b :398/ 24 :5
C47c :398/ 29 :50
C48c :398/ 79 :5
C47d :399/ 4 :50
C48d :399/ 54 :5
<table>
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<td><strong>INSTRUCTION LOAN REVIEW:</strong></td>
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<tr>
<td>BOX C049</td>
<td></td>
<td>LOAN REVIEW:</td>
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<td></td>
<td></td>
<td>IF THE DIFFERENCE BETWEEN C028 AND THE SUM OF C028, PART2 AND C046 AND C046, PART2 IS GREATER THAN 10%. REVIEW WITH RESPONDENT THE TYPES OF LOANS AND THE AMOUNTS THAT WERE AWARDED.</td>
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</tr>
<tr>
<td>C050 CC50</td>
<td>Sample school: C050:392/16 : 1 C051:392/17 : 5 Other schools: CC50 :399/ 59 : 1 CC51 :399/ 60 : 5</td>
<td>Of the amount awarded and accepted by you for 1992-93 for SCHOOL NAME, was any of it from other types of financial assistance such as college work-study, fellowships, assistantships, or aid from the military? IF YES: How much was the total financial assistance you received from these sources?</td>
<td>1=YES 2=NO $ ( )00 5 columns D, R</td>
<td>2, D, R = SKIP TO CX82</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>C052 CC52</td>
<td>Sample school: C052:392/22 : 1 CX52 :392/23 : 6 Other schools: CC52 :399/ 65 : 1 CY52 :399/ 66 : 6</td>
<td>Of the $ (INSERT AMOUNT IN C050), was any of the aid in the form of a college work-study program? IF YES: What was the amount?</td>
<td>1=YES 2= NO $ ( )00 6 columns D, R</td>
<td>2, D, R = SKIP TO C061</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
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<td>Response Categories</td>
<td>Skip Patterns</td>
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<tr>
<td>C052, PART 2</td>
<td>Sample school: C054 :392/ 29 : 6</td>
<td>Was the work-study program funded as a...</td>
<td>$(  ).00</td>
<td>P</td>
<td></td>
<td>FLAG FOR PROBE FOR EACH WORK-STUDY AMOUNT &gt; $10,000</td>
</tr>
<tr>
<td></td>
<td>(federal) C056 :392/ 35 : 6</td>
<td>... federal college work-study program?</td>
<td>6 columns PER ITEM</td>
<td>D, R</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>(state) C058 :392/ 41 : 6</td>
<td>... a State sponsored work-study program?</td>
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<td>(institution) C060 :392/ 47 : 6</td>
<td>... an Institutionally sponsored work-study program?</td>
<td>D, R</td>
<td></td>
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<tr>
<td></td>
<td>(unsure) Other schools: CC54 :399/ 72 : 6</td>
<td>... unsure of source of funding?</td>
<td></td>
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<tr>
<td>C061, PART 2</td>
<td>Sample school: C061 :392/ 53 : 1</td>
<td>Of the $(INSERT AMOUNT IS C050), was any of the aid in the form of a fellowship?</td>
<td>1=YES 2=NO</td>
<td>2, D, R = SKIP TO C071</td>
<td></td>
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<tr>
<td></td>
<td>(other) CX61 :392/ 54 : 6</td>
<td>IF YES:</td>
<td>$(  ).00</td>
<td>1 = CONTINUE WITH C062</td>
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<tr>
<td></td>
<td>Other schools: CC61 :400/ 16 : 1</td>
<td>What was the total amount you received through fellowships during 1992-93?</td>
<td>6 columns</td>
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<td></td>
<td>(other) CY61 :400/ 17 : 6</td>
<td></td>
<td>D, R</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
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<td>Skip Patterns</td>
<td>Source Range/Consistency Checks</td>
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<tr>
<td>C062 CC62</td>
<td>Sample school: C063 :392/ 60 : 6 (federal) C065 :392/ 66 : 6 (state) C067 :392/ 72 : 6 (institution) C069 :392/ 78 :20 (name of another source) C070 :393/ 18 : 6 (amount from another source) Other schools: CC63 :400/ 23 : 6 CC65 :400/ 29 : 6 CC67 :400/ 35 : 6 CC69 :400/ 41 :20 CC70 :400/ 61 : 6</td>
<td>Was the fellowship funded by... ...the Federal government? ...a state government? ...a postsecondary institution? ...a fellowship from another source? FOR EACH SOURCE TO WHICH THE RESPONDENT ANSWERS YES: How much was this award? SPECIFY IF ‘YES’ TO A ‘FELLOWSHIP FROM ANOTHER SOURCE’: What was this other source?</td>
<td>For each amount: &gt; 0.00 6 columns D.R For specifying other sources: 1. 2.</td>
<td>P FOR EACH FELLOWSHIP WITH AN AMOUNT &gt; $20,000 FLAG FOR PROBE</td>
<td></td>
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</tbody>
</table>

<p>| C071 CC71       | Sample school: C071 :393/ 24 : 5 (teaching) C072 :394/ 63 : 5 (research) C073 :394/ 68 : 5 (other type) Other schools: CC71 :400/ 67 : 5 CC72 :402/ 26 : 5 CC73 :402/ 31 : 5 | Of the $ (INSERT AMOUNT IN C050), was any of the aid in the form of... ...a teaching assistantship? ...a research assistantship? ...any other type of assistantship? | $ &gt; 0.00 5 columns PER ITEM D.R | CONTINUE TO C072 | P FLAG FOR PROBE FOR EACH ITEM &gt; $19,999 |</p>
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>Source</th>
<th>Range/Consistency Checks</th>
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<tbody>
<tr>
<td>C072 CC72</td>
<td>Veteran's benefits: Sample school: C075 :394/ 73 : 1 (received?) C076 :393/ 34 : 5 (amount) C077 :393/ 39 : 2 (# of months) Other schools: CC75 :402/ 36 : 1 CC76 :400/ 77 : 5 CC77 :401/ 2 : 2 Veteran's educational assistance: Sample school: C078 :394/ 74 : 1 (received?) C079 :393/ 41 : 5 (amount) C080 :393/ 46 : 2 (# of months) Other schools: CC78 :402/ 37 : 1 CC79 :401/ 4 : 5 CC80 :401/ 9 : 2</td>
<td>Between July 1, 1992 and June 30, 1993 did you receive... ... veterans benefits, including benefits from the GI Bill or the Survivors and Dependents Educational Assistance Program? IF YES: How much were these benefits? For how many months? ... benefits from your Veterans Educational Assistance Program? IF YES: How much were these benefits? For how many months?</td>
<td>( ) MONTHS PER ITEM $(-)00 5 columns PER ITEM</td>
<td>SKIP TO CX82</td>
<td>P</td>
<td>FLAG FOR PROBE IF ANY BENEFITS $ &gt; $5,000</td>
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<td>Question Number</td>
<td>CATI variable name, location and width</td>
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<td>CX80</td>
<td>Sample school: CX80 :393/ 48 : 1</td>
<td>According to our records, you received about $XXXXX.00 in financial aid for the 1992-93 school year while enrolled in (NAME OF SAMPLE SCHOOL). Does this amount seem about right?</td>
<td>1=YES 2=NO</td>
<td>IF ZC90 ≠ 0, COPY ZC90 TO THE CATI RECORD, AND DISPLAY CX80 IN CATI WITH ZC90 VALUE; DO NOT ASK CX80 IF ZC90 = 0; 2 OR D = RETURN TO C008 1 OR R = SKIP TO CX82</td>
<td>P ZC90: &gt; 0 = AID RECEIVED BASED ON CADE</td>
<td></td>
</tr>
<tr>
<td>CY80</td>
<td>Other schools: CY80 :401/ 11 : 1</td>
<td></td>
<td>1= YES 2= NO D, R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C081</td>
<td>Sample school: C081 :393/ 49 : 1</td>
<td>According to our records, you did not receive financial aid for the 1992-93 school year while enrolled in (NAME OF SAMPLE SCHOOL), other than aid you may have received from family, friends or relatives. Is that right?</td>
<td>1=YES 2=NO</td>
<td>IF ZC90 = 0 DISPLAY C081 IN CATI WITHOUT THE ZC90 VALUE; DO NOT ASK C081 IF ZC90 &gt; 0; 2=RETURN TO C004 1, D OR R = CONTINUE TO CX82</td>
<td>P ZC90: 0 = CADE INDICATES NO AID RECEIVED</td>
<td></td>
</tr>
<tr>
<td>CC81</td>
<td>Other schools: CC81 :401/ 12 : 1</td>
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</table>
### STUDENT QUESTIONNAIRE

Revised April 14, 1994
Based on NPSAS - Final CATI

<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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</thead>
</table>
| CX82            | Sample school: CX82 :393/ 50 : 1 Other schools: CY82 :401/ 13 : 1 | Some students receive aid through sources other than their school, the federal government, or state government. (In addition to the aid you received through your school,) did you receive grants, loans, scholarships, or other financial aid from other sources such as your employer, church, community or professional organization? | 1=YES  
2=NO | 2, D, R = SKIP TO C092 | P | |

**NOTES ON TEXT SUBSTITUTIONS**

IF STUDENT DID NOT RECEIVE AID THROUGH THE SCHOOL, INTERVIEWER SHOULD EXCLUDE PORTION OF QUESTION ENCLOSED IN PARENTHESES (I.E., "IN ADDITION TO THE AID YOU RECEIVED...")
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CX82, PART 2</td>
<td>C082 :393/ 51 : 5 (church)</td>
<td>Did you receive this aid from...</td>
<td>$ ( ) .00 5 columns PER ITEM</td>
<td>SAMPLE SCHOOL IF A123=1, THEN RETURN TO CC05; OTHERWISE CONTINUE TO INSTRUCTION BOX C22A</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>CY82, PART 2</td>
<td>C084 :393/ 56 : 5 (community)</td>
<td>... a community organization?</td>
<td>ENTER 'OTHER SOURCE' VERBATIM</td>
<td>OTHER SCHOOLS CONTINUE TO INSTRUCTION BOX C22A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C086 :393/ 61 : 5 (civic)</td>
<td>... a civic, fraternal or professional organization?</td>
<td>1.</td>
<td>D, R</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C087 :393/ 66 : 5 (national merit)</td>
<td>... a National Merit Scholarship?</td>
<td>2.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>C089 :393/ 71 : 5 (vetran's benefits)</td>
<td>... veterans benefits?</td>
<td>3.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>C091 :393/ 76 : 5 (employer)</td>
<td>... an employer, such as reimbursement for tuition and books?</td>
<td>4.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>C090 :394/ 1 : 1 (other source?)</td>
<td>... any other source?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C091 :394/ 2 :50 (name of source)</td>
<td>SPECIFY OTHER SOURCE:</td>
<td></td>
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<tr>
<td></td>
<td>C092 :394/ 52 : 5 (amount)</td>
<td></td>
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<td>Other schools:</td>
<td>CC82 :401/ 14 : 5</td>
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<td></td>
<td>CC84 :401/ 19 : 5</td>
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<td>CC86 :401/ 24 : 5</td>
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<td>CC88 :401/ 29 : 5</td>
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<td>CY89 :401/ 34 : 5</td>
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<td>CY91 :401/ 39 : 5</td>
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<td>CC90 :401/ 44 : 1</td>
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<td>CC91 :402/ 15 : 5</td>
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<tr>
<td>CP81 :394/ 75 :14 (federal)</td>
<td>Flags to indicate receipt of aid from various sources in CADE.</td>
<td></td>
<td>PRSC81 - for the CADE variables D3A through D3N, counting the bytes from the left and mapping A to 1, B to 2, etc.; set the appropriate byte of PRSC81 to 1 if the grant/loan amount is non-zero; else set the byte to 2. eg: if D3B, D3C and D3F are non-zero, the PRSC81 should have the value: 21122122222222 A B C D E F G H I J K L M N</td>
<td></td>
<td></td>
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<tr>
<td>CP82 :395/ 9 : 5 (state)</td>
<td>preload variables: PRSC81 - federal loan indicators (14 flags) PRSC82 - state loan indicators (5 flags) PRSC83 - institutional loan indicators (8 flags) PRSC84 - VA/DOD loan indicators (10 flags) PRSC85 - Other loan indicators (5 flags)</td>
<td></td>
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<td>CP83 :395/ 14 : 8 (institution)</td>
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<td>CP84 :395/ 22 :10 (VA/DOD)</td>
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<td>CP85 :395/ 32 : 5 (other loan)</td>
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<td>cumulative time cumulative question count</td>
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</table>

TV17 :321/ 65 : 8 CV17 :321/ 73 : 5 (After first invocation of C008CLIP)
### STUDENT QUESTIONNAIRE
Revised April 14, 1994
Based on NPSAS - Final CATI

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Timestamp</td>
<td>TV18 :321/ 78 : 8 CV18 :322/ 6 : 5 (After second invocation of C006clip)</td>
<td>cumulative time cumulative question count</td>
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<tr>
<td>INSTRUCTION BOX C22A</td>
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<td></td>
<td>IF C006 OR CC06=2 OR 3, THEN CONTINUE TO C122 OTHERWISE, B&amp;B STUDENTS IF C001=1, SKIP TO CX92 IF C001 !1, SKIP TO C093 NON-B&amp;B STUDENTS SKIP TO C111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C122</td>
<td>Zero indicates &quot;NO&quot; and positive numbers indicate the order of &quot;YES&quot; answers: c22a :403/ 20 : 2 c22b :403/ 22 : 2 c22c :403/ 24 : 2 c22d :403/ 26 : 2 c22e :403/ 28 : 2 Grid control variables: CD22 :403/ 30 : 2 C122 :403/ 32 : 2</td>
<td>Earlier you said that you did not accept all of the financial aid you were awarded during the 1992-93 school year. What were your reasons for not accepting aid? CODE ALL THAT APPLY -- DO NOT READ ANSWERS 1=LOANS OFFERED, BUT DID NOT WANT DEBT 2=DID NOT NEED ASSISTANCE 3=INTERFERED WITH SCHOOL 4=WORK STUDY OFFERED, LESS THAN COULD BE EARNED AT OTHER JOB 91=OTHER REASON</td>
<td>91=CONTINUE TO CQ2s OTHERWISE, B&amp;B STUDENTS IF C001=1, SKIP TO CX92 IF C001 !1, SKIP TO C093 NON-B&amp;B STUDENTS SKIP TO C111</td>
<td></td>
<td></td>
<td>ASK ONLY ONCE, EVEN IF AID WAS REFUSED AT MORE THAN 1 SCHOOL</td>
</tr>
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</table>

C-18
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<tr>
<th>Question Number</th>
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<tbody>
<tr>
<td>CQ2s</td>
<td>CQ2s :403/34 :40 (other specify)</td>
<td>SPECIFY OTHER REASON</td>
<td>RECORD VERBATIM ANSWER</td>
<td>B&amp;B STUDENTS IF C001=1, SKIP TO CX92 IF C001=1, SKIP TO C093 NON-B&amp;B STUDENTS SKIP TO C111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CX92</td>
<td>CX92 :404/14 :1</td>
<td>Previously, you said you (did/did not) receive aid during the 1991 - 92 school year. Prior to July 1, 1991 were you awarded any financial aid for your postsecondary education? Please include offered aid that you received for items such as grants, scholarships, student loans, college work-study, and assistance from an employer or the military. Do not include aid from family, friends or relatives.</td>
<td>1=YES 2=NO</td>
<td>D, R</td>
<td>B&amp;B ONLY IF C002 OR C005 OR CX92 = 1, SKIP TO C096; OTHERWISE, SKIP TO CX18</td>
<td></td>
</tr>
<tr>
<td>C093</td>
<td>C093 :404/15 :1</td>
<td>Prior to July 1, 1992 did you receive any financial aid for your post-secondary education? Please include offered aid that you received for items such as grants, scholarships, student loans, college work-study, and assistance from an employer or the military. Do not include aid from family, friends or relatives.</td>
<td>1=YES 2=NO</td>
<td>D, R</td>
<td>B&amp;B ONLY IF C093=2, D OR R AND C005=1, SKIP TO C111 IF C093=2, D OR R AND C005=2, D OR R SKIP TO CX18 IF C093=1, CONTINUE TO C096</td>
<td></td>
</tr>
<tr>
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<tr>
<td>C096</td>
<td>C096 :404/ 16 : 1</td>
<td>Of the amount received and accepted by you prior to July 1, 1992, was any of it from... grants, scholarships, fellowships or tuition waivers, that is, money you do not have to pay back? Please include any Pell and Supplemental Educational Opportunity (SEOG) grants you received.</td>
<td>1=YES 2=NO</td>
<td>B&amp;B ONLY</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>C100</td>
<td>C100 :404/ 17 : 1</td>
<td>Some students receive aid through sources other than their school, the federal government, or state government. These other sources of aid may include churches, civic, community, professional or fraternal organizations, high school, an employer, aid from the military or a National Merit Scholarship. Prior to July 1, 1992, did you receive grants, loans, scholarships, or other financial aid awards from any of these sources? Do not include assistantships.</td>
<td>1=YES 2=NO</td>
<td>B&amp;B ONLY</td>
<td>CONTINUE TO C111</td>
<td>P</td>
</tr>
<tr>
<td>Question Number</td>
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<tr>
<td>C111</td>
<td>C111 :404/ 18 : 6</td>
<td>Now I would like you to consider the total amount of money you borrowed for educational purposes up through June, 1993. Up to June 30, 1993, how much money have you borrowed for your undergraduate (graduate) education? Please include any loans from any source, whether or not we have discussed them.</td>
<td>0 1-4999 5000-999990 D, R</td>
<td>IF A014 = 6, 7, 8 OR 92, CONTINUE TO C114 REGARDLESS OF THE RESPONSE TO C111 IF C111 = 0, D OR R AND A014 = 6, 7, 8 OR 92, SKIP TO C116 IF C111 = 0, D OR R AND A014 = 6, 7, 8 OR 92, SKIP TO CX18</td>
<td>P  FLAG FOR PROBE IF &gt; $50,000 FOR GRADUATE/1st PROFESSIONAL STUDENTS; FLAG FOR PROBE IF &gt; $20,000 FOR UNDERGRAD STUDENTS FLAG FOR PROBE AT $5,000 FOR PUBLIC SCHOOL (SCTL=1) THAT IS &lt; 4 YEARS (SLVL = 2 or 3)</td>
<td></td>
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<tr>
<td>C111 (continued)</td>
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C-21
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</tr>
</thead>
<tbody>
<tr>
<td>Cjb0</td>
<td>Cjb0 :404/ 24 : 1</td>
<td>INTERVIEWER: PLEASE VERIFY THAT THE TOTAL AMOUNT BORROWED BY THE RESPONDENT FOR EDUCATIONAL EXPENSES WAS $[C111].</td>
<td>1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C114</td>
<td>C114 :404/ 25 : 6</td>
<td>Up through June 30, 1993 how much have you borrowed for graduate and/or first-professional education?</td>
<td>0 1-9999 10000-999990 D, R</td>
<td>IF C111 AND C114 = 0, D OR R, SKIP TO CX18 IF C111 OR C114 = 0, D OR R, CONTINUE TO C116</td>
<td>P</td>
<td>FLAG FOR PROBE IF &gt; $99,999</td>
</tr>
<tr>
<td>Cjb4</td>
<td>Cjb4 :404/ 31 : 1</td>
<td>INTERVIEWER: VERIFY THAT THE RESPONDENT, THROUGH JUNE 30, 1993, HAS BORROWED $[C114] FOR GRADUATE AND/OR FIRST-PROFESSIONAL EDUCATION.</td>
<td>1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG</td>
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<tr>
<td>C116</td>
<td>C116 :404/ 69 : 6</td>
<td>Of the $(INSERT C111 AMOUNT + C114 AMOUNT) you borrowed for your (undergraduate) (and/or graduate) education, how much do you still owe?</td>
<td>0 1-999990 D, R</td>
<td>CONTINUE TO C112</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Cjb7</td>
<td>Cjb7 :404/ 75 : 1</td>
<td>TOTAL LOAN AMOUNT [C116] EXCEEDS THE TOTAL AMOUNT BORROWED [Cjb6].</td>
<td>ENTER &lt;1&gt; TO GET THE TOTAL LOAN AMOUNT</td>
<td></td>
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<tr>
<td>C112</td>
<td>C112 :404/ 79 : 6</td>
<td>How much of the (INSERT $C116 AMOUNT) (is\was) in federal loans?</td>
<td>0 1 - 999990 D, R</td>
<td>IF C116=0, SKIP TO CX18 IF C112=0, SKIP TO CX18</td>
<td>P</td>
<td>CANNOT EXCEED C116</td>
</tr>
</tbody>
</table>

NOTE ON TEXT SUBSTITUTIONS
- Text substitute "Undergraduate" if A014=1-5 or 9; also, text substitute "And/or graduate" if A014=6-8 or 92.
- Text substitute "was" if C116=0
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>Skip Patterns</th>
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</tr>
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<tbody>
<tr>
<td>Cjb2</td>
<td>Cjb2 :405/ 5 : 1</td>
<td>FEDERAL LOAN AMOUNT [C121] EXCEEDS THE TOTAL AMOUNT BORROWED [Cjb6].</td>
<td>ENTER &lt;1&gt; TO GET FEDERAL LOAN AMOUNT.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C118</td>
<td>C118 :405/ 6 : 6</td>
<td>How much do you owe in federal loans?</td>
<td>0 - 999990, D, R</td>
<td>CONTINUE TO CX18</td>
<td>P</td>
<td>CANNOT EXCEED C112</td>
</tr>
<tr>
<td>Cjb8</td>
<td>Cjb8 :405/ 12 : 1</td>
<td>INTERVIEWER: THERE IS AN INCONSISTENCY IN THE DATA. THE RESPONDENT OWES $[C118] WHICH IS MORE THAN HE/SHE BORROWED ($[C112]) IN FEDERAL LOANS. Let me verify the information you gave me, you mentioned that you borrowed $[C112] in federal loans. But you owe $[C118] in federal loans?</td>
<td>1=YES, THAT'S CORRECT, 2=NO, THE LOAN AMOUNT IS WRONG, 3=NO, THE AMOUNT OWED IS WRONG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CX18</td>
<td>CX18 :405/ 13 : 1</td>
<td>Like all items in this questionnaire, your decision to answer this next question is voluntary. Your answer will be kept completely confidential, and your name will never be connected with the answer you provide. Are you in default on a federal student loan, or do you owe a refund on a federal student grant?</td>
<td>1=DEFAULT ON FEDERAL LOAN, 2=OWE REFUND ON FEDERAL GRANT, 3=BOTH, 4=NEITHER D, R</td>
<td>IF THE STUDENT APPLIED FOR FINANCIAL AID IN THE 1992-93 SCHOOL YEAR (C004=2), SKIP TO SECTION D</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Timestamp</td>
<td>TV19 :322/ 11 : 8, CV19 :322/ 19 : 5</td>
<td>cumulative time, cumulative question count</td>
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C-23
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<tr>
<td>C120</td>
<td>Zero indicates &quot;NO&quot; and positive numbers indicate the order of &quot;YES&quot; answers: c20a :405/ 14 : 2 c20b :405/ 16 : 2 c20c :405/ 18 : 2 c20d :405/ 20 : 2 c20e :405/ 22 : 2 c20f :405/ 24 : 2 c20g :405/ 26 : 2 c20h :405/ 28 : 2 c20i :405/ 30 : 2 c20j :405/ 32 : 2 Grid control variables: CD20 :405/ 34 : 2 C120 :405/ 36 : 2</td>
<td>What were the reasons you and your family did not apply for financial aid?</td>
<td>CODE ALL THAT APPLY -- DO NOT READ ANSWERS 1=FAMILY AND STUDENT COULD PAY 2=NOT WILLING TO GO INTO DEBT 3=FAMILY INCOME TOO HIGH TO QUALIFY 4=GRADES/TEST SCORES TOO LOW TO QUALIFY 5=TOO HARD TO APPLY FOR AID 6=DID NOT WISH TO DISCLOSE FINANCIAL SITUATION 7=INELIGIBLE SINCE PART-TIME 8=NO MONEY WAS AVAILABLE 9=MISSED DEADLINE FOR APPLICATION 91=ANY OTHER REASON?</td>
<td>1-9=SKIP TO SECTION D 91=CONTINUE TO Q2ss</td>
<td>P</td>
<td>ASK ONLY IF C004=1</td>
</tr>
<tr>
<td>Q2ss</td>
<td>Q2ss :405/ 38 :40</td>
<td>Specify Other Reason</td>
<td>RECORD VERBATIM RESPONSE</td>
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<tr>
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### SECTION D: ADDITIONAL SOURCES OF SUPPORT

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<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
<th>Question Wording</th>
<th>Response Categories</th>
<th>Skip Patterns</th>
<th>Source Range/Consistency Checks</th>
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</thead>
<tbody>
<tr>
<td>D001</td>
<td>D001 :405/ 78 : 1</td>
<td>To meet your 1992-'93 education expenses you may have used your own money or money from family or friends. I have some questions about these sources, but first I need to know your marital status. Between July 1, 1992 and June 30, 1993 was your marital status...</td>
<td>1 = Married, 2 = Divorced, 3 = Separated, 4 = Widowed, or 5 = Never been married.</td>
<td>D,R</td>
<td>P</td>
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<tr>
<td>D002</td>
<td>D002 :406/ 19 : 5</td>
<td>Of the funds you used to pay for your 1992-93 educational expenses, how much came from your (and your spouse's) personal savings?</td>
<td>0-49999 50000-99990</td>
<td>D,R</td>
<td>P</td>
</tr>
<tr>
<td>DJ02</td>
<td>DJ02 :406/ 24 : 1</td>
<td>INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT SPENT [D002] FROM THEIR PERSONAL SAVINGS FOR EDUCATIONAL EXPENSES</td>
<td>1=YES, THAT'S CORRECT 2=NO, NEED TO CORRECT THE ANSWER</td>
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<tr>
<td>D006</td>
<td>D006 :406/ 25 : 1</td>
<td>Are your parents or guardians... <em><strong>ADOPTIVE PARENTS ARE CONSIDERED &quot;PARENTS&quot;</strong></em></td>
<td>1 = Married to each other 2 = Divorced or separated from each other 3 = EITHER ONE OR BOTH DECEASED 4 = NEVER KNEW PARENTS AND/OR NO GUARDIANS (ORPHANAGE, FOSTER HOMES, ETC.) 5 = MALE GUARDIAN ONLY 6 = FEMALE GUARDIAN ONLY</td>
<td>1, 5, OR 6 = SKIP TO D017 2, D, OR R = CONTINUE TO D007 3 = SKIP TO D008 4 = SKIP TO D033</td>
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<tr>
<td>D007 AGE CHECK BOX</td>
<td>D007 :406/ 26 : 2</td>
<td>Which one is deceased?</td>
<td>91 = SENSITIVE, FATHER’S DEATH 92 = SENSITIVE, MOTHER’S DEATH 93 = SENSITIVE, BOTH PARENT’S DEATH 1 = FATHER 2 = MOTHER 3 = BOTH D.R</td>
<td>IF D006 = 1, 5, or 6... AND STUDENT IS 30 YEARS OR OLDER (SAGE $\geq$ 30), SKIP TO D019 ... AND STUDENT IS 29 YEARS OR YOUNGER (SAGE &lt; 30), SKIP TO D017.</td>
<td>SAGE = COMPUTED AGE FROM CADE</td>
</tr>
<tr>
<td>D008</td>
<td>D008 :406/ 26 : 2</td>
<td>*** IF DEATHS ARE RECENT AND THE RESPONDENT DOES NOT WANT TO ANSWER, FURTHER QUESTIONS ABOUT THE DECEASED, USE THE FOLLOWING CODES: ***</td>
<td>1, 2, 3, 91, 92, 93 = CONTINUE TO BOX D010 D OR R = SKIP TO D033</td>
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D-2
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<tr>
<th>Question Number</th>
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<td>INSTRUCTION BOX D010</td>
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<tr>
<td>D011</td>
<td>D011 :406/ 28 : 1</td>
<td>Do you have any legal guardians?</td>
<td>1 = YES 2 = NO D, R</td>
<td>IF D008 = 1, 2, 91, or 92... ...AND STUDENT IS 30 YEARS OR OLDER (SAGE ≥ 30), SKIP TO D033 ...AND STUDENT IS 29 YEARS OR YOUNGER (SAGE &lt; 30), SKIP TO D011</td>
<td></td>
<td>SAGE = AGE COMPUTED FROM CADE</td>
</tr>
<tr>
<td>D012</td>
<td>D012 :406/ 29 : 1</td>
<td>TYPE OF GUARDIAN:</td>
<td>1 = GUARDIANS 2 = MALE GUARDIAN ONLY 3 = FEMALE GUARDIAN ONLY D, R</td>
<td>1, 2, OR 3 = SKIP TO D017 D OR R = SKIP TO D033</td>
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<tr>
<td>D013</td>
<td>D013 :406/ 30 : 1</td>
<td>With which of your parents or guardians do you usually live when you are not in school?</td>
<td>1 = FATHER/MALE GUARDIAN 2 = MOTHER/MALE GUARDIAN 3 = HALF WITH FATHER/MALE GUARDIAN AND HALF WITH MOTHER/MALE GUARDIAN 4 = NEITHER D, R</td>
<td>1 OR 2 = SKIP TO D020 3, 4, D = SKIP TO D015 R = CONTINUE TO D014</td>
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| D015            | D015 :406/ 31 : 1                      | Over the past year, which parent or guardian do you think has provided you with the most financial support? | 1 = FATHER/MALE GUARDIAN  
2 = MOTHER/FEMALE GUARDIAN  
3 = EQUAL  
4 = NEITHER PARENT/GUARDIAN PROVIDES SUPPORT  
D,R | 1, 2, 3, OR D = SKIP TO D020  
4,R = CONTINUE WITH D016 | P | "NOTE: ONLY ALLOW OPTION 4, IF RESPONDENT LIVES WITH NEITHER PARENT OR GUARDIAN. (D013=4)"
| DJ15            | DJ15 :406/ 32 : 1                      | ONLY ALLOW OPTION 4 IF THE RESPONDENT LIVES WITH NEITHER PARENT OR GUARDIAN  
INCONSISTENCY BETWEEN D013 AND D015  
D013: ANSWER TO WHICH PARENT/GUARDIAN THEY LIVE: [D013]  
D015: ANSWER TO WHICH PARENT PROVIDES THE MOST SUPPORT: [D015] | ENTER <1> AND GET THE ANSWER AGAIN FOR D015 | | |
| D016            | D016 :406/ 33 : 1                      | Who would you say provided the most support when you were last supported by a parent or guardian? | 1 = FATHER/MALE GUARDIAN  
2 = MOTHER/FEMALE GUARDIAN  
3 = BOTH PARENTS/GUARDIANS  
4 = NEVER LIVED WITH PARENTS OR GUARDIANS (FOSTER HOMES, ORPHANAGES, ETC.)  
D,R | 1, 2, OR 3 = SKIP TO D020  
4, D, OR R = SKIP TO D033 | P |
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<tr>
<td>D017</td>
<td>D017 :407/ 6 : 5</td>
<td>Excluding any loans, how much money (have your parents/guardians/has your mother/female guardian/has your father/male guardian) contributed to your 1992-93 school expenses? (TUITION AND FEES, ROOM AND BOARD, BOOKS AND SUPPLIES, OR OTHER EDUCATION-RELATED EXPENSES WHILE ENROLLED.) PROBE: IF DON'T KNOW: THE NEAREST HUNDRED IS FINE</td>
<td>0-20000 20001-99990 D,R</td>
<td>IF D008=92, ASK D017- D035 ONLY ABOUT THE FATHER. IF D008=91, ASK D017- D035 ONLY ABOUT THE MOTHER.</td>
<td>P</td>
<td>PROBE IF $50,000 FOR GRADUATE/1ST-PROF. STUDENTS (A015=4-7,92)</td>
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<td>Question Number</td>
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<td>D018</td>
<td>D018 :407/ 12 : 5</td>
<td>How much money in loans have you received from your (parents/guardians/mother/female guardian/father/male guardian) for your 1992-93 school expenses?</td>
<td>0-4999 5000-99990</td>
<td>ALL RESPONSES SKIP TO D023</td>
<td>P</td>
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<td>D,R</td>
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<td><strong>PROBE ANSWERS WHEN:</strong></td>
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<td>PROBE IF &gt; $50,000 FOR GRADUATE/ 1ST-PROFESSIONAL STUDENTS (A015=4-7,92);</td>
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<td>PROBE IF &gt; $20,000 FOR UNDERGRAD STUDENTS (A015 &lt; 3)</td>
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<td>PROBE AT $5,000 FOR PUBLIC SCHOOL (SCTL = 1) WHICH ARE &lt; 3 YEARS (SLVL=2 or 3);</td>
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<td>PROBE AT $10,000 FOR PROPRIETARY SCHOOLS (SCTL = 3); AND PUBLIC 4-YR SCHOOLS (SCTL = 1 and SLVL = 1);</td>
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<td>PROBE AT $20,000 FOR PRIVATE, NOT-FOR-PROFIT SCHOOLS (SCTL = 2)</td>
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<tr>
<td>D019</td>
<td>D019 :407/ 18 : 1</td>
<td>Has either of your parents contributed or loaned you money toward your 1992-93 school year expenses?</td>
<td>1 = YES 2 = NO</td>
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<td>P</td>
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<td></td>
<td>D,R</td>
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<td>D020</td>
<td>D020 :407/19:5 D120 :407/24:5</td>
<td>In answering the following questions please include financial contributions from stepparents, if applicable, in the amounts you report. Excluding any loans, how much money have your (mother/female guardian) and (father/male guardian) contributed to your 1992-93 school expenses? NOTE: MOTHER/FEMALE GUARDIAN APPLIES TO D020. FATHER/MALE GUARDIAN APPLIES TO D120.</td>
<td>0-99990 D.R</td>
<td>IF D008=91, THEN ASK D020 AND D021 (DO NOT ASK D120 AND D121) IF D008=92, THEN ASK D120 AND D121 (DO NOT ASK D020 AND D021)</td>
<td></td>
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</tr>
<tr>
<td>D021</td>
<td>D021 :407/29:5 D121 :407/34:5</td>
<td>How much money in loans have you received from your (mother/female guardian) and (father/male guardian) for your 1992-93 school expenses? NOTE: MOTHER/FEMALE GUARDIAN APPLIES TO D021. FATHER/MALE GUARDIAN APPLIES TO D121.</td>
<td>0-99990 D.R</td>
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D-7
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<th>Source</th>
<th>Range/Consistency Checks</th>
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</thead>
<tbody>
<tr>
<td>D023</td>
<td>D023:407/39:1</td>
<td>Between July 1, 1992 and June 30, 1993, did your (parents/guardians/mother/female guardian/father/male guardian) provided you with other forms of support such as housing, meals, clothing, the use of charge cards, or help with automobile payments, repairs or any type of insurance? Do not include any amounts we have already discussed.</td>
<td>1 = YES 2 = NO D,R</td>
<td>2, D, R = SKIP TO D033</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>DX23</td>
<td>DX23:407/40:6</td>
<td>How much do you think it was worth?</td>
<td>0-500 501-99990 D,R</td>
<td>IF &gt;$500, SKIP TO DJ25  IF ≤ $500, SKIP TO D033 D = CONTINUE TO D024 R = SKIP TO D033</td>
<td></td>
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<tr>
<td>D024</td>
<td>D024:407/46:1</td>
<td>Would you estimate it was worth...</td>
<td>1 = $500 or less 2 = More than $500 but less than $1000 3 = At least $1000 but less than $2000 4 = At least $2000 but less than $3000 5 = At least $3000 but less than $4000, or 6 = $4000 or more D,R</td>
<td>1,D,R = SKIP TO D033 OTHERWISE, CONTINUE TO DJ25</td>
<td>P</td>
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<td>Question Number</td>
<td>CATI variable name, location and width</td>
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<td>DJ25</td>
<td>DJ25 :407/ 55 : 1</td>
<td>Did your (parents/guardians/mother/female guardian/father/male guardian) provide you with...</td>
<td>1=housing? 2=Meals? 3=clothing? 4=charge cards? 5=help on automobile loan payments? 6=help on your automobile repair bills? 7=help on any type of insurance including car, health or life insurance? 8=any other type of assistance? (PLEASE SPECIFY)</td>
<td>8=CONTINUE OTHERWISE, SKIP TO D032</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>D25a</td>
<td>D25a :407/ 56 :40</td>
<td>SPECIFY OTHER TYPE OF ASSISTANCE</td>
<td>RECORD VERBATIM RESPONSE</td>
<td>CONTINUE TO D032</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>DL25</td>
<td>DL25 :408/ 16 : 1</td>
<td>I am sorry but I thought you mentioned that your (parents/guardians/mother/female guardian/father/male guardian) provided you with other forms of support such as housing, meals, etc...</td>
<td>1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG</td>
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<td>IF A PARENT OR GUARDIAN PROVIDED NO SUPPORT (D033 = 1) SKIP D033 - D034 FOR THAT PARENT OR GUARDIAN</td>
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<tr>
<td>D033</td>
<td>D033 :408/ 17 : 1</td>
<td>Did you (or your parents/guardians/mother/female guardian/father/male guardian) use college prepayment or State-sponsored savings plans to pay for your 1992-93 school year expenses?</td>
<td>1=YES 2=NO D,R</td>
<td>2, D, R = SKIP TO DX34</td>
<td>P</td>
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| D034            | D034 :408/ 18 : 2                      | Was the tuition prepayment plan... | 1 = State sponsored  
2 = School sponsored  
3 = a private plan?  
91 = OTHER (SPECIFY:) | 1, 2, 3, D, R = SKIP TO DX34 | P                    |            |
| D134            | D134 :408/ 20 :50                      | ENTER OTHER TYPE | RECORD VERBATIM RESPONSE | | | |
| DX34            | DX34 :408/ 70 : 1                      | To meet your 1992 - 93 school year expenses, did you or your (parents/guardians/mother/female guardian/father/male guardian) take out a home equity loan, a second mortgage, or refinance any real estate? | 1 = YES  
2 = NO  
D, R | | P |
| D035            | D035 :408/ 71 : 1                      | Did you (or your parents/guardians/mother/female guardian/father/male guardian) use U.S. Savings Bonds to pay for any part of your 1992-93 school year expenses? | 1 = YES  
2 = NO  
D, R | | P |
| D036            | D036 :409/ 27 : 5                      | Excluding loans, how much money have or will other relatives or friends (including your spouse's parents) contribute toward your 1992-93 school expenses? | 0-10000  
10001-99990  
D, R | | P  
FLAG FOR PROBE  
IF > $10,000 AT PUBLIC SCHOOL  
(SCTL = 1)  
$20,000 AT PRIVATE SCHOOL  
(SCTL = 2) |
2=NO, THAT'S WRONG | | |
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<tbody>
<tr>
<td>D037</td>
<td>D037 :409/ 33 : 5</td>
<td>How much money have or will you receive in loans from other relatives or friends (including your spouse's parents) to help pay for your 1992-93 school expenses?</td>
<td>0-10000 10001-99990 D, R</td>
<td>P</td>
<td>FLAG FOR PROBE IF &gt; $10,000 AT PUBLIC SCHOOL (SCTL = 1) $20,000 AT PRIVATE SCHOOL (SCTL = 2)</td>
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<tr>
<td>DJ37</td>
<td>DJ37 :409/ 38 : 1</td>
<td>INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT BORROWED $[D037] FROM FRIENDS AND RELATIVES TO HELP PAY FOR SCHOOL EXPENSES.</td>
<td>1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG</td>
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## SECTION E: EMPLOYMENT

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<tbody>
<tr>
<td>EXX1</td>
<td>EXX1 :409/ 39 : 1</td>
<td>Now I would like some information on your recent employment. Did you work for pay at any time between January 1, 1992 and June 30, 1992?</td>
<td>1=YES 2=NO</td>
<td>D, R</td>
<td>P</td>
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<tr>
<td>E001</td>
<td>E001 :409/ 40 : 1</td>
<td>Did you have a job for pay at any time between July 1, 1992 and June 30, 1993?</td>
<td>1=YES 2=NO</td>
<td>D, R</td>
<td>P</td>
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<tr>
<td>E01X</td>
<td>These will have Y or N answers:</td>
<td>Between July 1, 1992 and June 30, 1993, did you participate in...</td>
<td>1=an apprenticeship program? 2=a cooperative education program? 3=an internship/practicum program? YES/NO FOR EACH ITEM IN A GRID FORMAT</td>
<td>P</td>
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<td>E1a :409/ 41 : 1</td>
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<td>E1b :409/ 42 : 1</td>
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<td>E1c :409/ 43 : 1</td>
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<td>E01Y</td>
<td>E01Y :409/ 45 : 1</td>
<td>During the 1992-93 school year, did you look for a job, and if a job was offered, were you available to accept it?</td>
<td>1=YES, OFFERED AND AVAILABLE 2=YES, OFFERED BUT NOT AVAILABLE 3=DID NOT LOOK FOR A JOB 4=LOOKED FOR A JOB, BUT NOT OFFERED ONE</td>
<td>IF E001=2,D,R, SKIP TO INSTRUCTION BOX F001</td>
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<td>E002</td>
<td>E002 :412/ 51 : 1</td>
<td>What was your job between July 1, 1992 and June 30, 1993? If you held more than one job during this time, give me the job you held the longest. INTERVIEWER: FOR THIS JOB, PLEASE ENTER THE OCCUPATION AND INDUSTRY DESCRIPTIVE TEXT. ALSO SELECT THE APPROPRIATE ITEM FROM THE INDUSTRY/OCCUPATION CODE TABLES. What kind of work were you doing? (EXAMPLE: ELECTRICAL ENGINEER, STOCK CLERK, TYPIST) In what kind of business or industry was that? (EXAMPLE: TV/RADIO MANUFACTURING, RETAIL STORE, INSURANCE)</td>
<td>1=ADD JOB INFO D,R</td>
<td>ASK E002 - E011 FOR THE JOB HELD THE LONGEST BETWEEN JULY 1, 1992 AND JUNE 30, 1993. COLLECT ONLY 1 JOB.</td>
<td>P</td>
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<td>E12s :409/ 46 : 1</td>
<td>userexit status code</td>
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| E003            | E003 :412/ 52 : 1                   | What kind of company or organization was that? | 1=PRIVATE -- FOR-PROFIT  
2=PRIVATE -- NOT-FOR-PROFIT OR NON-PROFIT  
3=LOCAL GOVERNMENT  
4=STATE GOVERNMENT  
5=FEDERAL GOVERNMENT  
6=SELF-EMPLOYED IN OWN BUSINESS, PROFESSIONAL PRACTICE, OR FARM (NOT INCORPORATED)  
7=SELF-EMPLOYED IN OWN BUSINESS, PROFESSIONAL PRACTICE, OR FARM (INCORPORATED)  
D,R | | P |
| E03a            | E03A :412/ 53 : 1                   | How closely was the job related to your major or planned area of study at that time? | 1=CLOSELY RELATED  
2=SOMewhat RELATED  
3=NOT RELATED  
D, R | | P |
| E004            | E004 :412/ 54 :50                   | What (were/are) your most important activities or duties at this job? | VERBATIM ANSWER CODED  
EXAMPLE: TYPES, KEEPS ACCOUNT BOOKS, FILES, SELLS CARS, FINISHES CONCRETE, OPERATES PRINTING PRESS  
85 SIC/SOC CODES | ASK E004 ONLY IF E002= "UNCODEABLE"  
OTHERWISE, SKIP TO E005 | P |
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<td>E005</td>
<td>E005 :413/ 24 : 2</td>
<td>In what month and year did (INSERT E002) job start?</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER</td>
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<td>E05a</td>
<td>E05a :413/ 26 : 2</td>
<td>ENTER YEAR:</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER</td>
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<td>50 - 93</td>
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<td>E006</td>
<td>E006 :413/ 28 : 2</td>
<td>In what month and year did this job end? (JOB IN QUESTION: E002)</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER</td>
<td>91,D,R = SKIP TO E007</td>
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<td>E06a</td>
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<td>EN06</td>
<td>EN06 :413/32 :1</td>
<td>INTERVIEWER: THERE IS AN INCONSISTENCY WITH THE DATA. THE JOB STARTING DATE [E005]/[E05a] IS LATER THAN THE JOB ENDING DATE[E006]/[E06a]</td>
<td>1=CORRECT THE STARTING AND ENDING DATES 2=CORRECT THE ENDING DATE</td>
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<td>E007</td>
<td>E007 :413/39 :2</td>
<td>Approximately how many hours a week (do/did) you work at this job? (JOB IN QUESTION: E002)</td>
<td>1 - 80</td>
<td>D, R</td>
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<td>E009</td>
<td>E009 :413/41 :1</td>
<td>Was this job offered through the College Work-Study program at SAMPLE SCHOOL? (JOB IN QUESTION: E002)</td>
<td>1=YES 2=NO</td>
<td>D, R</td>
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<tr>
<td>E010</td>
<td>E010 :413/42 :1</td>
<td>(Was/Is) this job related to your current major or area of study? (JOB IN QUESTION: E002)</td>
<td>1=YES 2=NO</td>
<td>D, R</td>
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<tr>
<td>E011</td>
<td>E011 :413/43 :1</td>
<td>(Was/Is) this job on or off campus? (JOB IN QUESTION: E002)</td>
<td>1=ON CAMPUS 2=OFF CAMPUS</td>
<td>D, R</td>
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<td>E012</td>
<td>E012 :413/44 :2</td>
<td>How many other jobs for pay did you hold at any time between July 1, 1992 and June 30, 1993?</td>
<td>0 1-15</td>
<td>D, R</td>
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<td>EJ12</td>
<td>EJ12 :413/46 :3</td>
<td>While you were attending classes, what was the average number of hours you worked per week?</td>
<td>0-160</td>
<td>D, R</td>
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<td>E013</td>
<td>E013 :413/ 50 : 6</td>
<td>Between July 1, 1992 and June 30, 1993, what was your total income from all jobs? Please include any college work-study and/or assistantships.</td>
<td>0 - 999990 D, R</td>
<td>NON-B&amp;B = SKIP TO BOX F001 AFTER ASKING E013</td>
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<tr>
<td>EX14</td>
<td>EX14 :413/ 56 : 1</td>
<td>Have you attempted to change jobs, or obtain a job, as a result of degree completion?</td>
<td>1=YES 2=NO D, R</td>
<td>B&amp;B ONLY 2. D, R = SKIP TO BOX F001</td>
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<td>EJ14</td>
<td>Zero indicates &quot;NO&quot; and positive numbers indicate the order of &quot;YES&quot; answers: e14a:413/57:2 e14b:413/59:2 e14c:413/61:2 e14d:413/63:2 e14e:413/65:2 e14f:413/67:2 e14g:413/69:2 e14h:413/71:2 e14i:413/73:2 e14j:413/75:2 e14k:413/77:2 e14l:413/79:2 e14m:414/1:2 e14n:414/3:2</td>
<td>What did you do to try to find a job?</td>
<td>CODE ALL THAT APPLY: 1=SENT OUT RESUMES 2=WENT TO CAMPUS JOB PLACEMENT OFFICE 3=LOOKED THROUGH WANT ADS 4=ASKED FRIENDS 5=ASKED FAMILY 6=ASKED PROFESSORS 7=ATTENDED RECRUITING FAIRS 8=DID VOLUNTEER WORK IN FIELD 9=LOOKED AT JOB BOARDS IN UNEMPLOYMENT OFFICE 10=CONTACTED &quot;HEAD HUNTERS&quot;/EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER 11=PLACED WANT AD 12=SUBSCRIBED TO TRADE JOURNALS 60=NOTHING 91=OTHER (SPECIFY:</td>
<td>B&amp;B ONLY 91=CONTINUE TO EJ15, OTHERWISE SKIP TO BOX F001</td>
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<td>EJ15</td>
<td>EJ15:414/9:50</td>
<td>Specify Other</td>
<td>RECORD VERBATIM ANSWER</td>
<td>B&amp;B ONLY</td>
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### SECTION F: EDUCATIONAL EXPECTATIONS/STUDENT CHARACTERISTICS

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<td>FJ01</td>
<td>These will have Y or N answers:</td>
<td>Now I'm going to ask you some questions about your satisfaction with your undergraduate education at SAMPLE SCHOOL. Please tell me, were you satisfied with...</td>
<td>1=YES 2=NO (YES OR NO RECORDED FOR EACH ITEM)</td>
<td>B&amp;B ONLY</td>
<td>ALL RESPONSES SKIP TO F10A</td>
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<td>F010</td>
<td>F010 :414/ 78 : 1</td>
<td>Please tell me were you satisfied with the security measures taken by SAMPLE SCHOOL to ensure the safety of its students?</td>
<td>1=YES 2=NO</td>
<td>NON-B&amp;B ONLY</td>
<td>CONTINUE TO F10A</td>
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<td>F10A</td>
<td>F10A :414/ 79 : 1</td>
<td>How of often were you concerned for your personal safety at SAMPLE SCHOOL. Were you...</td>
<td>1=never concerned 2=sometimes concerned, or 3=often concerned for your safety?</td>
<td>B&amp;B STUDENTS CONTINUE TO FJ11 NON-B&amp;B STUDENTS IF A014=6,7,8,92 THEN SKIP TO FX19 IF A014+6,7,8,92 THEN SKIP TO F047</td>
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<td>FJ11</td>
<td>FJ11 :414/ 80 : 1</td>
<td>The next few questions are about the services that you might have used while attending SAMPLE SCHOOL. INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.</td>
<td>1=ENTER THE USEREXIT</td>
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<td>F011</td>
<td>Ever used?</td>
<td>As I read the following list of services, please tell me whether you ever used the service at SAMPLE SCHOOL:</td>
<td>1=USED 2=DID NOT USE</td>
<td>B&amp;B ONLY</td>
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<td>... personal counseling services?</td>
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<td>f11b :415/ 2 : 1</td>
<td>... academic counseling services?</td>
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<td>... financial aid counseling services?</td>
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<td>f11d :415/ 4 : 1</td>
<td>... career or job counseling services?</td>
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<td>... job placement services?</td>
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<td>f11f :415/ 6 : 1</td>
<td>... cultural, music, art, and/or drama facilities?</td>
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<td>f11g :415/ 7 : 1</td>
<td>... sports and recreation facilities?</td>
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<td>satisfaction rating:</td>
<td>FOR EACH SERVICE USED: Were you satisfied with the (INSERT TYPE OF SERVICE)?</td>
<td>1=YES, SATISIFIED 2=NO, NOT SATISFIED</td>
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<td>f13c :415/ 17 : 1</td>
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<tr>
<td>FX19</td>
<td>FX19 :415/ 51 : 1</td>
<td>Have you taken or do you plan to take any graduate school admissions tests?</td>
<td>1=HAVE TAKEN 2=NO 3=PLAN TO TAKE</td>
<td>2, D, R = SKIP TO F047</td>
<td></td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
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<tr>
<td>FJ19</td>
<td>FJ19 :415/ 64 : 1</td>
<td>GRADUATE AND PROFESSIONAL TESTS USER EXIT (F019clip) INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.</td>
<td>1=ENTER THE USEREXIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F019</td>
<td>F19a :415/ 65 : 1</td>
<td>Test taken or not: GRE</td>
<td>1=HAVE TAKEN 2=NO 3=PLAN TO TAKE</td>
<td>D, R</td>
<td>ASK F019 FOR ALL TESTS; THEN ASK F020 FOR EACH TEST THAT=1 OR 3 AT F019. IF ALL TESTS AT F019=2, D OR R SKIP TO F047</td>
</tr>
<tr>
<td>F019</td>
<td>F19b :415/ 66 : 1</td>
<td>NTE</td>
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<tr>
<td>F019</td>
<td>F19c :415/ 67 : 1</td>
<td>MAT</td>
<td></td>
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<tr>
<td>F019</td>
<td>F19d :415/ 68 : 1</td>
<td>DAT</td>
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<td>F019</td>
<td>F19e :415/ 69 : 1</td>
<td>GMAT</td>
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<tr>
<td>F019</td>
<td>F19f :415/ 70 : 1</td>
<td>DAT</td>
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<tr>
<td>F019</td>
<td>F19g :415/ 71 : 1</td>
<td>LSAT</td>
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<td>F019</td>
<td>F19h :415/ 72 : 1</td>
<td>MCAT</td>
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<td>F019</td>
<td>F19i :415/ 73 : 1</td>
<td>STE</td>
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<td>F019</td>
<td>F19j :415/ 74 : 50</td>
<td>OTHER SPECIFY</td>
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<th>Skip Patterns</th>
<th>Source</th>
<th>Range/Consistency Checks</th>
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<tbody>
<tr>
<td>F020</td>
<td><strong>(F19_UXT)</strong></td>
<td>If taken or plan to take:</td>
<td>1-12 = MONTH (JANUARY - DECEMBER) 50-94 = YEAR</td>
<td>ASK ONLY FOR TESTS WHICH = 1 OR 3 IN F019</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f20a:416/44 : 2 (GRE - month)</td>
<td>In what month and year (did you/do you plan to) take the (GRE/NTE/MAT/DAT/GMAT/LSAT/MCAT/ MCATWT/STE/OTHER TEST)?</td>
<td>D, R</td>
<td></td>
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<td></td>
<td>f20b:416/46 : 2 (NTE - month)</td>
<td>READ &quot;DID YOU&quot; WHEN F019 = 1, AND &quot;DO YOU PLAN&quot; WHEN F019 = 3</td>
<td></td>
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<td>f20c:416/48 : 2 (MAT - month)</td>
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<td>f20d:416/50 : 2 (DAT - month)</td>
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<td>f20e:416/52 : 2 (GMAT - month)</td>
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<td>f20f:416/54 : 2 (LSAT - month)</td>
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<td>f20g:416/56 : 2 (MCAT - month)</td>
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<td>f20h:416/58 : 2 (STE - month)</td>
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<td>f20i:416/60 : 2 (OTHER - month)</td>
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<td>f20j:416/62 : 2 (GRE - year)</td>
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<td>f20k:416/64 : 2 (NTE - year)</td>
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<td>f20l:416/66 : 2 (MAT - year)</td>
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<td>f20m:416/68 : 2 (DAT - year)</td>
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<td>f20n:416/70 : 2 (GMAT - year)</td>
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<td>f20o:416/72 : 2 (LSAT - year)</td>
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<td>f20p:416/74 : 2 (MCAT - year)</td>
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<td>f20q:416/76 : 2 (STE - year)</td>
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<td>f20r:416/78 : 2 (OTHER - year)</td>
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<td>FX21</td>
<td>f21v :416/80 : 4 (GRE - verbal score) f21m :417/4 : 4 (GRE - analytical score) f21q :417/8 : 4 (GRE - quantitative score)</td>
<td>What was your score on the... ...verbal component of the GRE? ...analytical component of the GRE? ...quantitative component of the GRE?</td>
<td>ENTER RESPONDENT SCORE FOR EACH COMPONENT: VERBAL: ANALYTICAL: QUANTITATIVE:</td>
<td>P</td>
<td>EACH SCORE MUST BE BETWEEN 200-800</td>
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<td>TV33 :324/33 : 8 CV33 :324/41 : 5</td>
<td>cumulative time cumulative question count</td>
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| F047            | F047 :417/ 55 : 1                     | What is the highest level of education you expect to complete at SAMPLE SCHOOL? | 1=NO DEGREE OR CERTIFICATE, PLAN TO TRANSFER  
2=NO DEGREE OR CERTIFICATE, OTHER  
3=CERTIFICATE, LICENSE  
4=ASSOCIATE'S DEGREE  
5=BACHELOR'S DEGREE (4-5 YEAR DEGREE)  
6=MASTER'S DEGREE OR EQUIVALENT  
7=DOCTORATE (EXAMPLE: PhD., EdD.)  
8=FIRST PROFESSIONAL DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY) | ASK ALL Rs | P |
| F048            | F048 :417/ 56 : 1                     | What is the highest level of education you ever expect to complete? | 1=CERTIFICATE OR OTHER FORMAL AWARD FOR VOCATIONAL PROGRAMS  
2=ASSOCIATE'S DEGREE  
3=BACHELOR'S DEGREE (4-5 YEAR DEGREE)  
4=MASTER'S DEGREE OR EQUIVALENT  
5=DOCTORATE (EXAMPLE: PhD., EdD.)  
6=FIRST PROFESSIONAL DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY) | ASK ALL Rs | P |

LEVEL OF EDUCATION CANNOT BE LESS THAN INDICATED AT F047
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<tbody>
<tr>
<td>F049</td>
<td>F049 :418/ 58 : 1</td>
<td>For the next 12 months do you plan to be... (ANY ASSISTANTSHIPS AND COLLEGE WORK STUDY SHOULD BE COUNTED AS WORKING)</td>
<td>1=enrolled in school only 2=working at a job only 3=both working and attending school 4=or something else? D, R (IF &quot;SOMETHING ELSE&quot; INCLUDES TRAVELLING AND NO ENROLLMENT, THEN IT MIGHT BE CODED AS A &quot;2&quot; IF YOU DETERMINE THAT THE RESPONDENT WILL ALSO BE WORKING WHILE TRAVELLING)</td>
<td>ASK ALL Rs  NON-B&amp;B STUDENTS: 1, 2, 4, D, R = SKIP TO SECTION G 3 = CONTINUE WITH FX49 B&amp;B STUDENTS: 1=SKIP TO F050 2=SKIP TO F083 3=CONTINUE WITH FX49 4, D, OR R = SKIP TO F087, UNLESS F048 = 03 --&gt; THEN SKIP TO F083</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>FX49</td>
<td>FX49 :418/ 59 : 1</td>
<td>Do you see yourself primarily as ...</td>
<td>1=a full-time student going to work 2=a part-time student going to work 3=a full-time worker going to school 4=a part-time worker going to school D, R</td>
<td>ASK ALL Rs, IF F049 = 3 NON-B&amp;B STUDENTS SKIP TO SECTION G AFTER FX49 B&amp;B-CONTINUE WITH F050</td>
<td>P</td>
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F-8
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<th>Response Categories</th>
<th>Skip Patterns</th>
<th>Source Range/Consistency Checks</th>
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</table>
| F050, Part 1    | F050 :418/ 60 :2                    | In what type of program (do you expect to be/are you) enrolled during the 1993-94 school year? | UNDERGRADUATE  
1=ASSOCIATE’S DEGREE  
2=BACHELOR’S DEGREE  
3=POST-BACCALAUREATE CERTIFICATE  
GRADUATE/PROFESSIONAL  
4=MASTER’S DEGREE  
5=DOCTORAL DEGREE  
6=FIRST PROFESSIONAL DEGREE  
(CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY)  
OTHER CERTIFICATES/LICENSES  
7=BEAUTICIAN LICENSE  
8=CERTIFIED PUBLIC ACCOUNTANT  
9=COMPUTER PROGRAMMER/SERVICE TECHNICIAN CERTIFICATE  
10=CONSTRUCTION LICENSE | B&B ONLY  
1-3,7-24,D,R=SKIP TO F083 IF F049=3, OR SKIP TO F087 IF F049=1;  
4,5,6=SKIP TO F053 | P |
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<td>FJ50</td>
<td>F050 :418/ 60 : 2</td>
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<td>OTHER CERTIFICATES/LICENSES</td>
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<td></td>
<td>11=DAYCARE CENTER OPERATOR LICENSE</td>
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<td>12=FOOD SERVICE LICENSE</td>
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<td>13=HAM RADIO OPERATOR LICENSE</td>
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<td>14=MACHINE OPERATOR LICENSE</td>
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<td></td>
<td>15=MECHANIC'S LICENSE (AUTOMOBILE, MACHINERY)</td>
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<td>16=MEDICAL/DENTAL TECHNICIAN CERTIFICATE</td>
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<td>17 PILOT LICENSE</td>
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<td>18=PROTECTIVE SERVICES LICENSE</td>
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<td>19=REAL ESTATE LICENSE</td>
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<td>20=SCIENCE (LAB) TECHNICIAN CERTIFICATE</td>
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<td>21 VEHICLE LICENSE (TAXI, TRUCK DRIVER, BUS)</td>
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<td>22=VETERINARY ASSISTANT CERTIFICATE</td>
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<td>23=OTHER DEGREE, LICENSE OR CERTIFICATION</td>
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<td>24=NON-DEGREE PROGRAM</td>
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<td>p=PREVIOUS SCREEN</td>
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<td>D,R</td>
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<tr>
<td>F053</td>
<td>F053 :418/ 62 : 2</td>
<td>In what year did you first contact any graduate or professional school for admission information?</td>
<td>85-89 90-93 00 = HAVENT YET D, R</td>
<td>B&amp;B ONLY 00=SKIP TO F083</td>
<td>P</td>
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<td>PLEASE NOTE: The skip pattern above reflects what the CATI system was actually doing. The original specification for this skip pattern was: 00=SKIP TO F083 IF F049=3; OTHERWISE, SKIP TO F087 IF F049=1.</td>
</tr>
<tr>
<td>F055</td>
<td>F055 :418/ 65 : 2</td>
<td>In what month and year did you first apply to a graduate or professional school? MONTH:</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 00=HAVENT YET D, R</td>
<td>B&amp;B ONLY 00 = SKIP TO F056</td>
<td>P</td>
<td>CAN NOT BE BEFORE DATE IN F053</td>
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### STUDENT QUESTIONNAIRE
Revised April 14, 1994
Based on NPSAS - Final CATI

<table>
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<tbody>
<tr>
<td>F455</td>
<td>F455 .418/ 69 : 1</td>
<td>APPLICATION DATE IS BEFORE ADMISSION INFORMATION DATE</td>
<td>ENTER &lt;1&gt; TO CONTINUE</td>
<td></td>
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<td>Timestamp</td>
<td>TV34 .324/ 46 : 8 CV34 .324/ 54 : 5</td>
<td>cumulative time</td>
<td>cumulative question count</td>
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<tr>
<td>F056</td>
<td>F056 .418/ 70 : 2</td>
<td>How many schools have you or will you apply to? 0 1-90 1.90 D. R</td>
<td>B&amp;B ONLY 00.R=SKIP TO F087 IF F049=4.D.R OR F083 IF F049=1,2,3. --------------------- PLEASE NOTE: The skip pattern above reflects what the CATI system was actually doing. The original specification for this skip pattern was: 00.R=SKIP TO F083 IF F049=3 OR F087 IF F049=1</td>
<td>P</td>
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<tr>
<td>FJ56</td>
<td>FJ56 .418/ 72 : 1</td>
<td>Next, I will need to ask about your choices for graduate of professional school. INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT</td>
<td>1=ENTER THE USEREXIT</td>
<td>B&amp;B ONLY</td>
<td></td>
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<tr>
<td>FJ57 (Part of FJ57_UXT)</td>
<td>FJ57 .418/ 79 : 6 (IPEDS code) F057 .419/ 32 : 50 (school name)</td>
<td>What was your first choice graduate or professional school?</td>
<td>B &amp; B ONLY CONDUCT IPEDS CODING OF THE SCHOOL. IF SCHOOL IS NOT IPEDS CODEABLE, ASK F57A</td>
<td>P</td>
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<td>Question Number</td>
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<tr>
<td>F57A, part 1</td>
<td>F57L :419/ 5 : 2</td>
<td>[SCHOOL NAME from FJ57] is best described as:</td>
<td>1=A UNIVERSITY OR 4-YEAR COLLEGE 2=A 2- OR 3-YEAR JUNIOR COLLEGE, COMMUNITY COLLEGE, OR TECHNICAL/VOCATIONAL SCHOOL 3=A LESS THAN 2-YEAR VOCATIONAL, TECHNICAL, OR OCCUPATIONAL SCHOOL OR COLLEGE 4=SOME OTHER TYPE OF SCHOOL</td>
<td>B&amp;B ONLY</td>
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<tr>
<td>F57A, part 2</td>
<td>F58c :419/ 7 : 2</td>
<td>[SCHOOL NAME from FJ57] is best described as:</td>
<td>1=A PUBLIC SCHOOL, 2=A PRIVATE, NONPROFIT OR NOT-FOR-PROFIT SCHOOL, 3=A PROPRIETARY OR PRIVATE, FOR-PROFIT SCHOOL</td>
<td>B&amp;B ONLY</td>
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<td>(Part of FJ57_UXT)</td>
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<td>F57A, part 3</td>
<td>F58d :419/ 9 : 1</td>
<td>Does [SCHOOL NAME from FJ57] have a meal plan?</td>
<td>1=YES, 2=NO</td>
<td>B&amp;B ONLY</td>
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<td>(Part of FJ57_UXT)</td>
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<td>F57A, part 4</td>
<td>F57a :420/ 2 :30</td>
<td>Address of [SCHOOL NAME from FJ57]: STREET ADDRESS LINE 1 STREET ADDRESS LINE 2 CITY STATE ZIP</td>
<td>street address lines = 30 chars apiece city = 20 chars state = 2 chars zip = 5 chars</td>
<td>B&amp;B ONLY</td>
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<td>F57b :420/ 32 :30</td>
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<td>F58a :419/ 12 :20</td>
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<td>F58b :419/ 10 : 2</td>
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<td>F57c :420/ 62 : 5</td>
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F-13
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<th>Question Number</th>
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<th>Response Categories</th>
<th>Skip Patterns</th>
<th>Source Range/Consistency Checks</th>
</tr>
</thead>
</table>
| F059            | F059 :420/ 67 : 1                      | Were you accepted by [SCHOOL NAME FROM FJ57]? | 1=YES  
2=NO  
3=HAVEN'T HEARD YET/DON'T KNOW | B&B ONLY  
IF F059=2 OR R AND F056=1, THEN SKIP TO F083  
IF F059=2 OR R AND F056=1, SKIP TO F083  
IF F049=3; OTHERWISE, SKIP TO F087 IF F049=1. | P |
|                 | (Part of FJ57_UXT)                     |                  |                    |               |                                 |
| F061            | F061 :420/ 68 : 1                      | Are you now or will you be attending [SCHOOL NAME FROM FJ57] for graduate or professional school? | 1=YES/YES IF ACCEPTED  
2=NO  
D, R | B&B ONLY  
2.D R = SKIP TO F063 | P |
|                 | (Part of FJ57_UXT)                     |                  |                    |               |                                 |
| F062            | F062 :420/ 69 : 2                      | When did you or will you start graduate or professional school at [SCHOOL NAME FROM FJ57]?  
MONTH: | 1=JANUARY  
2=FEBRUARY  
3=MARCH  
4=APRIL  
5=MAY  
6=JUNE  
7=JULY  
8=AUGUST  
9=SEPTEMBER  
10=OCTOBER  
11=NOVEMBER  
12=DECEMBER  
D, R | B&B ONLY | P |
<p>|                 | (Part of FJ57_UXT)                     |                  |                    |               |                                 |</p>
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<th>Response Categories</th>
<th>Skip Patterns</th>
<th>So urce</th>
<th>Range/Consistency Checks</th>
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<td>F262 (Part of FJ57_UXT)</td>
<td>F262 :420/ 71 : 2</td>
<td>YEAR:</td>
<td>19&lt;92-97&gt; D, R</td>
<td>B&amp;B ONLY</td>
<td>P</td>
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<tr>
<td>F063 (Part of FJ57_UXT)</td>
<td>F063 :420/ 73 : 1</td>
<td>Did you apply for financial aid at [SCHOOL NAME FROM FJ57] for your graduate or professional studies? Please include research and teaching assistantships.</td>
<td>1=YES 2=NO D, R</td>
<td>B&amp;B ONLY  IF F063=2, D, R AND F056&gt;1 THEN SKIP TO F083 IF F049=3 OR F087 IF F049=1</td>
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<tr>
<td>F064 (Part of FJ57_UXT)</td>
<td>F064 :420/ 74 : 1</td>
<td>Have you been awarded or offered financial aid at [SCHOOL NAME FROM FJ57]? Please include research and teaching assistantships.</td>
<td>1=YES 2=NO 3=HAVEN'T HEARD YET/DON'T KNOW R</td>
<td>B&amp;B ONLY IF F056=1, THEN CONTINUE TO F083 IF F056=1 AND F061=1, SKIP TO F083 IF F049=3 OR F087 IF F049=1</td>
<td>P</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
<td>Source Consistency Checks</td>
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<tr>
<td>FJ65</td>
<td>F65 :420/ 75 : 6 (IPEDS code) F965 :421/ 28 :50 (school name)</td>
<td>What was your second choice graduate or professional school?</td>
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<td>B&amp;B ONLY</td>
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<td>CONDUCT IPEDS CODING OF THIS SCHOOL. IF SCHOOL IS NOT IPEDS CODEABLE, ASK F65A</td>
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<tr>
<td>F65A, part 1</td>
<td>F65L :421/ 1 : 2</td>
<td>[SCHOOL NAME FROM FJ65] is best described as:</td>
<td>1=A UNIVERSITY OR 4-YEAR COLLEGE 2=A 2- OR 3-YEAR JUNIOR COLLEGE, COMMUNITY COLLEGE, OR TECHNICAL/VOCATIONAL SCHOOL 3=A LESS THAN 2-YEAR VOCATIONAL, TECHNICAL, OR OCCUPATIONAL SCHOOL OR COLLEGE 4=SOME OTHER TYPE OF SCHOOL</td>
<td>B&amp;B ONLY</td>
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<td>F65A, part 2</td>
<td>F66c :421/ 3 : 2</td>
<td>[SCHOOL NAME from FJ65] is best described as:</td>
<td>1=A PUBLIC SCHOOL 2=A PRIVATE, NONPROFIT OR NOT-FOR-PROFIT SCHOOL 3=A PROPRIETARY OR PRIVATE, FOR-PROFIT SCHOOL</td>
<td>B&amp;B ONLY</td>
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<td>F65A, part 3</td>
<td>F66d :421/ 5 : 1</td>
<td>Does [SCHOOL NAME from FJ65] have a meal plan?</td>
<td>1=YES 2=NO</td>
<td>B&amp;B ONLY</td>
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<td>F65A, part 4</td>
<td>F65a :421/ 78 :30</td>
<td>Address of [SCHOOL NAME from FJ65]: STREET ADDRESS LINE 1 STREET ADDRESS LINE 2 CITY STATE ZIP</td>
<td>street address lines = 30 chars apiece city = 20 chars state = 2 chars zip = 5 chars</td>
<td>B&amp;B ONLY</td>
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<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
<td>Source</td>
<td>Range/Consistency Checks</td>
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<td>F067 (Part of FJ57_UXT)</td>
<td>F067:422/63:1</td>
<td>Were you accepted by (INSERT SCHOOL NAME FROM FJ65)?</td>
<td>1=YES 2=NO 3=HAVEN'T HEARD YET/DON'T KNOW</td>
<td>B&amp;B ONLY IF F067=2,R AND F056&gt;2, THEN SKIP TO F073; IF F067=2,R AND F056&gt;2 AND F061&gt;1, SKIP TO F083 IF F049=3 OR F087 IF F049=1 OTHERWISE, IF F067=2,R AND F056&gt;2 AND F061=1, THEN SKIP TO INSTRUCTION BOX F80A 1,3=CONTINUE</td>
<td>P</td>
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<tr>
<td>F069 (Part of FJ57_UXT)</td>
<td>F069:422/64:1</td>
<td>Will you be attending (INSERT SCHOOL NAME FROM FJ65) for graduate or professional school?</td>
<td>1=YES OR YES, IF ACCEPTED 2=NO D, R</td>
<td>B&amp;B ONLY 2, D, R = SKIP TO F071</td>
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<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
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<td>F070</td>
<td>F070 :422/ 65 : 2</td>
<td>In what month and year did you or will you be starting graduate or professional school? MONTH:</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER D, R</td>
<td>B&amp;B ONLY</td>
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<tr>
<td>F270</td>
<td>F270 :422/ 67 : 2</td>
<td>YEAR:</td>
<td>19&lt;92-97&gt;</td>
<td>B&amp;B ONLY</td>
<td>P</td>
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<td>F071</td>
<td>F071 :422/ 69 : 1</td>
<td>Did you apply for financial aid at (INSERT SCHOOL NAME FROM FJ65) for your graduate or professional studies? Please include research and teaching assistantships.</td>
<td>1=YES 2=NO D, R</td>
<td>B&amp;B ONLY IF F071=2, D, R AND F056&gt;2, THEN SKIP TO F073; OTHERWISE, SKIP TO INSTRUCTION BOX F80A IF F061 OR F069=1; IF F061=1 AND F069=1, SKIP TO F083 IF F049=3 OR F087 IF F049=1 1=CONTINUE</td>
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<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
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<td>F072 (Part of FJ57_UXT)</td>
<td>F072.422/70 : 1</td>
<td>Have you been awarded or offered financial aid at (INSERT SCHOOL NAME FROM F365)?</td>
<td>1=YES 2=NO</td>
<td>B&amp;B ONLY  CONTINUE TO F073</td>
<td>P</td>
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<tr>
<td>F073 (Part of FJ57_UXT)</td>
<td>F073.418/76 : 2</td>
<td>At how many schools were you accepted? ENTER # OF SCHOOLS</td>
<td>0 - 99</td>
<td>B&amp;B ONLY  IF F061 OR F069=1, SKIP TO INSTRUCTION BOX F80A  IF F073=0, THEN SKIP TO F083 IF F049=3 OR F087 IF F049=1  IF F073=1 AND (F059 OR F067=1), THEN SKIP TO F083 IF F049=3 OR F087 IF F049=1  IF F073=2 AND (F059 AND F067=1), THEN SKIP TO F083 IF F049=3 OR F087 IF F049=1  IF F073&gt;2 AND (F061 AND F069=2,D,R) OR NONE OF THE ABOVE CONDITIONS ARE TRUE, THEN SKIP TO F074</td>
<td>P</td>
<td>CANNOT BE &gt; F056</td>
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<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
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<td>Range/Consistency Checks</td>
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<td>F074</td>
<td>F074 :418/ 78 : 1</td>
<td>Do you plan to attend any other graduate or professional school?</td>
<td>1=YES 2=NO D,R</td>
<td>B&amp;B ONLY</td>
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<td>(Part of FJ57_UXT)</td>
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<td>FJ75</td>
<td>FJ75 :422/ 71 : 6</td>
<td>What is this other graduate or professional school?</td>
<td>RECORD VERBATIM ANSWER SYSTEM WILL CODE SCHOOL BY IPEDS CODE IF POSSIBLE</td>
<td>B&amp;B ONLY IF IPEDS CODED DURING THE INTERVIEW, SKIP TO F077 IF NOT IPEDS CODED, CONTINUE TO F076</td>
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<td>F075 :423/ 24 :50 (school name)</td>
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<td>[SCHOOL NAME FROM FJ75] is best described as:</td>
<td>1=A UNIVERSITY OR 4-YEAR COLLEGE 2=A 2- OR 3-YEAR JUNIOR COLLEGE, COMMUNITY COLLEGE, OR TECHNICAL/VOCATIONAL SCHOOL 3=A LESS THAN 2-YEAR VOCATIONAL, TECHNICAL, OR OCCUPATIONAL SCHOOL OR COLLEGE 4=SOME OTHER TYPE OF SCHOOL</td>
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<td>F75A, part 2</td>
<td>F76c :422/ 79 : 2</td>
<td>[SCHOOL NAME from FJ75] is best described as:</td>
<td>1=A PUBLIC SCHOOL 2=A PRIVATE, NONPROFIT OR NOT-FOR-PROFIT SCHOOL 3=A PROPRIETARY OR PRIVATE, FOR-PROFIT SCHOOL</td>
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<td>F75A, part 3</td>
<td>F76d :423/ 1 : 1</td>
<td>Does [SCHOOL NAME from FJ75] have a meal plan?</td>
<td>1=YES 2=NO</td>
<td>B&amp;B ONLY</td>
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<td>F75a :423/ 74 :30</td>
<td>Address of [SCHOOL NAME from FJ75]: STREET ADDRESS LINE 1 STREET ADDRESS LINE 2 CITY STATE ZIP</td>
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<td>F077</td>
<td>F077 :424/ 59 : 2</td>
<td>In what month and year did you or will you be starting? MONTH:</td>
<td>1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER D, R</td>
<td>B&amp;B ONLY</td>
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<td>F277 :424/ 61 : 2</td>
<td>YEAR:</td>
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<td>F078</td>
<td>F078 :424/ 63 : 1</td>
<td>Did you apply for financial aid at [SCHOOL NAME IN FJ75]? Please include research and teaching assistantships.</td>
<td>1 = YES&lt;br&gt;2 = NO&lt;br&gt;D,R</td>
<td>B&amp;B ONLY</td>
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<td>F079</td>
<td>F079 :424/ 64 : 1</td>
<td>Have you been awarded or offered financial aid at [SCHOOL NAME IN FJ75]?</td>
<td>1 = YES&lt;br&gt;2 = NO&lt;br&gt;3 = HAVEN'T HEARD YET/DON'T KNOW R</td>
<td>B&amp;B ONLY</td>
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<td>BOX F80A</td>
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<td>FJ80</td>
<td>FJ80 :425/ 14 : 1</td>
<td>What academic program will you be pursuing? INTERVIEWER: ENTER MAJOR HERE AND, IF NECESSARY, SELECT CODE IN THE USEREXIT.</td>
<td>1=SPECIFY MAJOR OR PROGRAM OF STUDY&lt;br&gt;D,R</td>
<td>B&amp;B ONLY</td>
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<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
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<td>Range/Consistency Checks</td>
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<tr>
<td>F081 (F081, F281)</td>
<td>Grid control variables: F081 :427/ 79 : 2 F281 :427/ 79 : 2</td>
<td>Why did you select (SCHOOL NAME) for your graduate or professional studies?</td>
<td>CODE ALL THAT APPLY:</td>
<td>B&amp;B ONLY</td>
<td>P</td>
<td>CONTINUE TO F082</td>
</tr>
<tr>
<td></td>
<td>SUBSTITUTE THE SCHOOL NAME FROM: 1. F057, WHEN F061=1 2. F065, WHEN F069=1 3. F075, WHEN F074=1</td>
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<td>COSTS</td>
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<td></td>
<td>NOTES ON TEXT SUBSTITUTION</td>
<td></td>
<td>1=SHOR TER TIME PERIOD TO FINISH THE COURSE</td>
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<td></td>
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<td></td>
<td>2= OBTAINED FINANCIAL AID NEEDED AT THE SCHOOL</td>
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<td>3= BETTER CHANCE TO GET JOB AT THE SCHOOL</td>
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<td></td>
<td>4= COSTS OTHER THAN TUITION ARE LESS</td>
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<td>5= TUITION COSTS ARE LESS</td>
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<td>6= OTHER COST RELATED REASON</td>
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<td>7= PARTICULAR PROFESSOR TEACHES HERE</td>
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<td></td>
<td></td>
<td>8= FRIENDS/SPOUSE ATTEND THIS SCHOOL</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>9= PARENTS/GUARDIANS ATTENDED THE SCHOOL</td>
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<td></td>
<td>10= PARENTS/GUARDIANS WANTED ME TO ATTEND THE SCHOOL</td>
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<td>11= OTHER INFLUENCE RELATED REASON</td>
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<td></td>
<td>m= NEXT SCREEN</td>
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<td></td>
<td></td>
<td></td>
<td>e= EXIT GRID, ALL DONE</td>
<td></td>
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</tbody>
</table>
**STUDENT QUESTIONNAIRE**  
Revised April 14, 1994  
Based on NPSAS - Final CATI

<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
<th>Question Wording</th>
<th>Response Categories</th>
<th>Skip Patterns</th>
<th>Source Checks</th>
<th>Range/Consistency Checks</th>
</tr>
</thead>
</table>
| F281            | Screen 2 of 2:  
+f81 :42/51: 2  
+f1m :42/53: 2  
+f1o :42/55: 2  
+f1p :42/57: 2  
+f1q :42/59: 2  
+f1r :42/61: 2  
+f1s :42/63: 2  
+f1t :42/65: 2  
+f1u :42/67: 2  
+f1v :42/69: 2  
+f1w :42/71: 2  
+f1x :42/73: 2  
+f1y :42/75: 2 | (why did you select SCHOOL NAME for your graduate or professional studies?) | LOCATION  
12=CAN WORK WHILE ATTENDING SCHOOL  
13=CAN LIVE AT HOME  
14=LOCATED WHERE I WANT TO SETTLE  
15=CLOSE TO HOME  
16=FAVORABLE LOCATION RELATED REASON  
18=LIKE CAMPUS SURROUNDINGS  
19=SCHOOL HAS GOOD REPUTATION  
20=RESEARCH CONDUCTED IS OF INTEREST  
21=FACILITIES/EQUIPMENT  
22=OFFERED THE COURSE OF STUDY I  
23=GOOD REPUTATION FOR PLACING  
24=OTHER REPUTATION RELATED REASON | | | |

| Timestamp       | TV37 :32/ 5 : 8  
+CV37 :32/13 : 5 | cumulative time  
+cumulative question count | p=PREVIOUS SCREEN  
e=EXIT GRID, ALL DONE | | | |

F-24
### STUDENT QUESTIONNAIRE
Revised April 14, 1994
Based on NPSAS - Final CATI

<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>Source</th>
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</thead>
<tbody>
<tr>
<td>F082</td>
<td>F082 :428/22 :2 Grid control variable: F082 :428/22 :2</td>
<td>What were the important factors in your decision to enter graduate school?</td>
<td>CODE ALL THAT APPLY -- DO NOT READ ANSWERS 1=AN ADVANCED DEGREE IS NECESSARY TO OBTAIN CAREER GOAL 2=UNDECIDED ABOUT CAREER 3=TO EXPAND KNOWLEDGE IN FIELD OF STUDY 4=PARENTS/FAMILY WANTED ME TO GO 5=OTHER PERSON (NON-FAMILY) ENCOURAGED ME TO GO 6=ENJOY SCHOOL AND WANT TO CONTINUE 7=EASIER FOR YOU TO ATTEND NOW THAN LATER IN LIFE 8=PARENTS WOULD HELP PAY 9=SOME OTHER REASON e=EXIT GRID, ALL DONE</td>
<td>B&amp;B ONLY SKIP TO F087 IF F049=1; OTHERWISE, CONTINUE TO F083</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Timestamp</td>
<td>TV38 :325/18 :8 CV38 :325/26 :5</td>
<td>cumulative time cumulative question count</td>
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<td></td>
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</tr>
<tr>
<td>F083</td>
<td>F083 :428/24 :1</td>
<td>During the next 12 months, do you plan to work full time or part-time?</td>
<td>1=FULL-TIME 2=PART-TIME 3=NEITHER</td>
<td>B&amp;B ONLY IF 3,D,R = SKIP TO F087</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>F084</td>
<td>F084 :428/25 :1</td>
<td>In the next 12 months, do you expect your job (or the job you plan to have) to be related to your most recent program of study?</td>
<td>1=YES 2=NO</td>
<td>B&amp;B ONLY</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
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<td>Range/Consistency Checks</td>
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</tbody>
</table>
| F085            | F085 :428/26 :1                      | Do you have a firm job offer? | 1=YES  
2=NO  
D, R | B&B ONLY  
1=SKIP TO F086 | P                   |
| FX86            | FX86 :428/27 :1                      | Are you looking for work? | 1=YES  
2=NO  
D, R | 2, D, R = SKIP TO F087 |                    |
## STUDENT QUESTIONNAIRE
Revised April 14, 1994
Based on NPSAS - Final CATI

<table>
<thead>
<tr>
<th>Question Number</th>
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<th>Response Categories</th>
<th>Skip Patterns</th>
<th>Source</th>
<th>Range/Consistency Checks</th>
</tr>
</thead>
</table>
| F086            | Grid control variable: F086 :428/ 69 : 2 | What (did you do/are you doing) to find a job? | CODE ALL THAT APPLY -- DO NOT READ ANSWERS  
1=SENT OUT RESUMES  
2=WENT TO CAMPUS JOB PLACEMENT OFFICE  
3=LOOKED THROUGH WANT ADS  
4=TALKED/NETWORKED WITH FAMILY/FRIENDS/PROFESSORS  
5=LOOKED INTO JOB OPPORTUNITIES/THROUGH INTERVIEWS  
6=ATTENDED RECRUITING FAIRS  
7=DID VOLUNTEER/INTERNSHIP WORK IN FIELD  
8=LOOKED AT JOB ANNOUNCEMENTS IN UNEMPLOYMENT OFFICE  
9=CONTACTED HEADHUNTERS/EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER  
10=PLACED WANT AD  
11=SUBSCRIBED TO TRADE JOURNALS  
60=NOTHING  
91=OTHER (SPECIFY: )  
e=EXIT GRID, ALL DONE | B&B ONLY  
IF 91, THEN CONTINUE WITH F286; OTHERWISE, SKIP TO F087 | P |
| F286            | F286 :428/ 71 :50 | Specify Other | RECORD VERBATIM RESPONSE | |
| Timestamp       | TV39 :325/ 31 : 8  
CV39 :325/ 39 : 5 | cumulative time  
cumulative question count | |

F-27
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<th>Response Categories</th>
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<th>Source Range/Consistency Checks</th>
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<tbody>
<tr>
<td>F087</td>
<td>F087 :429/ 42 : 1</td>
<td>Do you have a teaching certificate, or are you eligible to teach?</td>
<td>1=YES 2=NO D, R</td>
<td>B&amp;B ONLY 2, D, R = SKIP TO INSTRUCTION BOX F095</td>
<td>P</td>
</tr>
</tbody>
</table>

F-28
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<tr>
<th>Question Number</th>
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<th>Range/Consistency Checks</th>
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<tbody>
<tr>
<td>F488</td>
<td>F488 :430/ 4 :50 SPECIFY OTHER</td>
<td>RECORD VERBATIM ANSWER</td>
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<td>B&amp;B ONLY</td>
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F-29
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<tbody>
<tr>
<td>F089</td>
<td>F089 :430/73 :2</td>
<td>Grid control variable:</td>
<td>At what levels are you certified or eligible to teach?</td>
<td>CODE ALL THAT APPLY:</td>
<td>B&amp;B ONLY</td>
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<td>F089 :430/74 :1</td>
<td>1=PRE-SCHOOL</td>
<td>1-18=SKIP TO F090</td>
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<td>1-18=SKIP TO F090</td>
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<td>F089 :430/75 :1</td>
<td>2=KINDERGARTEN</td>
<td>91=CONTINUE TO F389</td>
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<td>91=CONTINUE TO F389</td>
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<td>F089 :430/76 :1</td>
<td>3=FIRST GRADE</td>
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<td>F089 :430/77 :1</td>
<td>4=SECOND GRADE</td>
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<td>F089 :430/78 :1</td>
<td>5=THIRD GRADE</td>
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<td>F089 :430/79 :1</td>
<td>6=FOURTH GRADE</td>
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<td>F089 :430/80 :1</td>
<td>7=FIFTH GRADE</td>
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<td>F089 :430/81 :1</td>
<td>8=SIXTH GRADE</td>
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<td>F089 :430/82 :1</td>
<td>9=SEVENTH GRADE</td>
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<td>F089 :430/83 :1</td>
<td>10=EIGHTH GRADE</td>
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<td>F089 :430/84 :1</td>
<td>11=NINTH GRADE</td>
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<td>F089 :430/85 :1</td>
<td>12=TENTH GRADE</td>
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<td>F089 :430/86 :1</td>
<td>13=ELEVENTH GRADE</td>
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<td>F089 :430/87 :1</td>
<td>14=TWELFTH GRADE</td>
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<td>F089 :430/88 :1</td>
<td>15=SPECIAL EDUCATION</td>
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<td>F089 :430/89 :1</td>
<td>16=BILINGUAL</td>
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<td>F089 :430/90 :1</td>
<td>17=ADMINISTRATIVE</td>
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<td>F089 :430/91 :1</td>
<td>18=COUNSELING</td>
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<td>F089 :430/92 :1</td>
<td>19=OTHER (SPECIFY:)</td>
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<td>F089 :430/93 :1</td>
<td>20=EXIT GRID, ALL DONE</td>
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<td>F389 :430/75 :50</td>
<td>SPECIFY:</td>
<td>RECORD VERBATIM ANSWER</td>
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<tr>
<td>F090</td>
<td>F090 :431/45 :1</td>
<td>Do you expect to teach during the 1993-94 academic year?</td>
<td>1=YES, CURRENTLY TEACHING</td>
<td>2,D,R = SKIP TO INSTRUCTION BOX F095</td>
<td>B&amp;B ONLY</td>
<td>P</td>
</tr>
<tr>
<td>Question Number</td>
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<tr>
<td>F091</td>
<td>F091 :431/ 46 : 2</td>
<td>How many applications for teaching positions did you submit?</td>
<td>0 1-90 D, R</td>
<td>B&amp;B ONLY 1-90, D = CONTINUE TO F093 0 = SKIP TO INSTRUCTION BOX F095</td>
<td>P</td>
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<tr>
<td>F093</td>
<td>F093 :431/ 48 : 1</td>
<td>Have you been offered a teaching position?</td>
<td>1=YES 2=NO D, R</td>
<td>B&amp;B ONLY 2, D, R = SKIP TO INSTRUCTION BOX F095</td>
<td>P</td>
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<tr>
<td>F094</td>
<td>F094 :431/ 49 : 1</td>
<td>Have you accepted a teaching position?</td>
<td>1=YES 2=NO D, R</td>
<td>B&amp;B ONLY</td>
<td>P</td>
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INSTRUCTION BOX F095

IF F049=2 AND F083 = 1, CONTINUE TO F096;
IF F049=1, SKIP TO INSTRUCTION BOX F123;
OTHERWISE, SKIP TO F097
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
<th>Question Wording</th>
<th>Response Categories</th>
<th>Skip Patterns</th>
<th>So urce</th>
<th>Range/Consistency Checks</th>
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</thead>
</table>
| F096            | Grid control variable: F096 :431/ 74 : 2 | What factors were the most important to you in determining the kind of work you plan to do in the future? | CODE ALL THAT APPLY -- DO NOT READ ANSWERS  
1=DO NOT WANT ADDITIONAL EDUCATION DEBT  
2=NEEDED MONEY TO SUPPORT FAMILY OR PAY FOR OTHER FINANCIAL OBLIGATIONS  
3=FAILED TO OBTAIN NEEDED FINANCIAL AID  
4=FAMILY OR PERSONAL REASONS (OTHER THAN MONEY)  
5=FAILED TO MEET APPLICATION DEADLINE  
6=NOT ADMITTED TO SCHOOL OF CHOICE  
7=WANT A BREAK FROM SCHOOL  
8=HAVE/HAD A GOOD JOB OPPORTUNITY, OR A MILITARY COMMITMENT  
9=CAREER PLANS INDEFINITE  
10=WANT OR NEED WORK EXPERIENCE BEFORE ATTENDING GRADUATE SCHOOL  
91=OTHER  
e=EXIT GRID, ALL DONE | B&B ONLY  
CONTINUE TO F97 | P |
| Timestamp       | TV42 :325/ 70 : 8  
CV42 :325/ 78 : 5 | cumulative time  
cumulative question count | | | |
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<tbody>
<tr>
<td>FJ97</td>
<td>Grid control variable: FJ97 :432/ 24 : 2</td>
<td>What factors were important to you in determining the kind of work you plan to be doing in the future?</td>
<td>CODE ALL THAT APPLY -- DO NOT READ ANSWER: 1=PREVIOUS EXPERIENCE IN THE AREA 2=GOOD INCOME TO START 3=GOOD INCOME POTENTIAL OVER CAREER 4=JOB SECURITY 5=PRESTIGE AND STATUS 6=INTERESTING WORK 7=INTELLECTUALLY CHALLENGING WORK 8=FREE dom to make own decisions at work 9=Interaction with people 10=ABLE TO WORK INDEPENDENTLY OF OTHERS 11=ALLOWS A GREAT DEAL OF TRAVEL 12=ALLOWS ROOTS TO BE ESTABLISHED, AND NOT HAVE TO MOVE FROM PLACE TO PLACE 13=TIME FOR ACTIVITIES NOT WORK RELATED e=EXIT GRID, ALL DONE</td>
<td>B&amp;B ONLY</td>
<td>P</td>
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<td>Timestamp</td>
<td>TV43 :326/ 3 : 8 CV43 :326/ 11 : 5</td>
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<td>Question Number</td>
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<td>Skip Patterns</td>
<td>Source</td>
<td>Range/Consistency Checks</td>
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<tr>
<td>FM11</td>
<td>Grid control variable: FM11 :432/ 38 : 2</td>
<td>As I read the following statements, please tell me whether they are important or not important</td>
<td>1=becoming an authority in your field? 2=influencing the political structure? 3=being very well-off financially? 4=owning your own business? 5=being successful in your line of work? 6=being able to find steady work? 7=being a leader in the community? 8=getting away from the area where you grew up? 9=living close to parents and relatives? 10=having leisure time to enjoy own interests? 11=having children? 12=being able to give your children a better opportunity than you had?</td>
<td>B&amp;B ONLY</td>
<td>P</td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTION BOX F123

Timestamp TV44 :326/ 16 : 8 cumulative time CV44 :326/ 24 : 5 cumulative question count

F124

F124 :432/ 40 : 1

Do you have plans to be married, or live with someone as if married in the next 12 months?

1=YES 2=NO

D, R

F125

F125 :432/ 41 : 1

Are you planning to have or to adopt children in the next 12 months? Do not include foster children. (NOTE: IF RESPONDENT ALREADY HAS CHILDREN, WE ARE INTERESTED IN ADDITIONAL CHILDREN)

1=YES 2=NO

D, R

Timestamp TV45 :326/ 29 : 8 cumulative time CV45 :326/ 37 : 5 cumulative question count

SECTION G: CITIZENSHIP
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
<th>Question Wording</th>
<th>Response Categories</th>
<th>Skip Patterns</th>
<th>Source</th>
<th>Range/Consistency Checks</th>
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</thead>
<tbody>
<tr>
<td>G001</td>
<td>G001 :432/ 42 : 1</td>
<td>And now I'd like to ask some questions about your background. ASK IF NOT OBVIOUS: Are you...</td>
<td>1=Male 2=Female R</td>
<td>NON-B&amp;B STUDENTS START HERE AFTER FX49 OR F049. IF SEX OF RESPONDENT IS AVAILABLE FROM CADE, COPY OVER TO CATI RECORD AND DO NOT DISPLAY THIS SCREEN. AFTER G001, ALL STUDENTS SKIP TO G007.</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G002</td>
<td>G002 :432/ 77 : 1</td>
<td>Are you...</td>
<td>1=White 2=Black 3=American Indian or Alaskan Native, or 4=Asian or Pacific Islander? 5=OTHER (SPECIFY:) D, R</td>
<td>1,2,3,4,5,6 OR R=SKIP TO G008 IF G007 = 2 OR 3; OTHERWISE, SKIP TO G009; 4= SKIP TO G005</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G102</td>
<td>G102 :432/ 78 : 30</td>
<td>ENTER OTHER RACE:</td>
<td>RECORD ANSWER VERBATIM</td>
<td>SKIP TO G008 IF G007=2 OR 3; OTHERWISE, SKIP TO G009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G003</td>
<td>G003 :432/ 44 : 1</td>
<td>Are you of Hispanic origin?</td>
<td>1=YES 2=NO D, R</td>
<td>2, D, R = SKIP TO G002</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
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<tr>
<td>G004</td>
<td>G004 :432/ 45 : 2</td>
<td>Are you...</td>
<td>1=Of Mexican, Mexican-American, or Chicano descent 2=Cuban descent 3=Puerto Rican descent, or 91=of some other Hispanic descent? (SPECIFY:) D, R</td>
<td>1, 2, 3, D, R = SKIP TO G002</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G104</td>
<td>G104 :432/ 47 :30</td>
<td>ENTER OTHER HISPANIC DESCENT:</td>
<td>RECORD VERBATIM ANSWER</td>
<td>SKIP TO G002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G005</td>
<td>G005 :433/ 28 : 2</td>
<td>Are you...</td>
<td>1=Chinese 2=Filipino 3=Hawaiian 4=Japanese 5=Korean 6=Vietnamese 7=Asian Indian 8=Samoan 9=Guamanian, or 10=other Asian or Pacific Islander? (SPECIFY:) D, R</td>
<td>1-9,D,R=SKIP TO G008 IF G007 = 2 OR 3; OTHERWISE SKIP TO G009</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G105</td>
<td>G105 :433/ 30 :30</td>
<td>ENTER OTHER DESCENT:</td>
<td>RECORD VERBATIM ANSWER</td>
<td>SKIP TO G009 IF G007 = 1,D,R; OTHERWISE, SKIP TO G008</td>
<td></td>
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<td>Question Number</td>
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<tr>
<td>G007</td>
<td>G007 :432/ 43 : 1</td>
<td>Are you a United States citizen?</td>
<td>1=YES, US CITIZEN OR US NATIONAL</td>
<td>IF ZG2 = 1 OR 2 OR 3 COPY ZG2 TO THE CATI RECORD, AND DO NOT DISPLAY G007 IN CATI</td>
<td>SI ZG2: 1 = CADE INDICATES U.S. CITIZEN; 2 = CADE INDICATES ELIGIBLE NON-CITIZEN; 3 = CADE INDICATES NON-CITIZEN</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2=NO, BUT US PERMANENT RESIDENT OR OTHER ELIGIBLE NON-CITIZEN WITH A TEMPORARY RESIDENT CARD. OR ARE YOU IN THE US ON AN F1 OR F2 STUDENT VISOR OR A J1 OR J2 EXCHANGE VISITOR VISOR?</td>
<td></td>
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<td></td>
<td>3=NO, IN US ON ONLY A F1 OR F2 STUDENT VISOR OR ONLY A J1 OR J2 EXCHANGE VISITOR VISOR</td>
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</tbody>
</table>

| G008            | G008 :433/ 60 : 1                      | As a non-citizen, are you eligible for Federal aid for your schooling? | 1=YES | IF ZG4 = 1 OR 2 COPY ZG4 TO THE CATI RECORD; DO NOT DISPLAY G008 IN CATI | SI ZG4: 1 = CADE INDICATES ELIGIBLE NON-CITIZEN; 2 = CADE INDICATES INELIGIBLE NON-CITIZEN |
|                 |                                       |                  | 2=NO |                       |                  |

D, R
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>Skip Patterns</th>
<th>Source Range/Consistency Checks</th>
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</thead>
</table>
| G009            | G009 :433/ 61 :2                     | What language was spoken most often in your home as you were growing up? | FIELD CODE ONLY ONE RESPONSE:  
1=ARABIC  
2=CHINESE (MANDARIN, CANTONESE)  
3=ENGLISH  
4=GERMAN  
5=GREEK  
6=HINDUSTANI  
7=INDONESIA  
8=JAPANESE  
9=KOREAN  
10=MALAYSIA (BAHASA)  
11=NIGERIA (HAUSA, YORUBA, IGBO)  
12=PAKISTAN (PUNJABI)  
13=PORTUGUESE  
14=SPANISH  
15=THAI  
16=OTHER (SPECIFY:)  
D, R | 1 - 15, D, R = SKIP TO G010 | P |
<table>
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<tr>
<th>Question Number</th>
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</thead>
<tbody>
<tr>
<td>G010</td>
<td>G010 :434/ 33 : 2</td>
<td>In what country were you born?</td>
<td>FIELD CODE ONLY ONE RESPONSE: 1=UNITED STATES (INCLUDES PUERTO RICO, GUAM, U.S. VIRGIN ISLANDS) 2=CANADA 3=CHINA 4=GERMANY 5=GREECE 6=HONG KONG 7=INDIA 8=INDONESIA 9=IRAN 10=JAPAN 11=JORDAN 12=KOREA, REPUBLIC OF 13=LEBANON 14=MALAYSIA 15=MEXICO 16=NIGERIA 17=PAKISTAN 18=SAUDI ARABIA 19=TAIWAN 20=THAILAND 21=UNITED KINGDOM (ENGLAND, IRELAND, WALES) 22=VENEZUELA 91=OTHER COUNTRY (DO NOT SPECIFY)</td>
<td></td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
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<tr>
<td>G012</td>
<td>G012 :434/ 39 : 1</td>
<td>Are you currently on active U.S. military duty or in the reserves?</td>
<td>1=YES 2=NO D, R</td>
<td>1 = SKIP TO G014 2, D, R = SKIP TO GJ16</td>
<td>P</td>
<td></td>
</tr>
</tbody>
</table>
| G013            | G013 :434/ 38 : 1                     | Are you a veteran of the US military? | 1=YES 2=NO D, R | IF ZG6 = 1 OR 2 COPY ZG6 TO THE CATI RECORD, AND DO NOT DISPLAY G013 IN CATI  
IF ZG6 = 2, OR IF G013 IS ASKED IN CATI AND = 2, D, R, SKIP TO G012  
IF ZG6 = 1, OR IF G013 IS ASKED IN CATI AND = 1, SKIP TO GJ16 | SI    | ZG6: 1 = CADE INDICATES VETERAN; 2 = CADE INDICATES NOT A VETERAN |
| G014            | G014 :434/ 40 : 1                     | In which branch do you serve? | 1=ARMY 2=NAVY 3=MARINES 4=AIR FORCE 5=COAST GUARD 6=NATIONAL GUARD D, R | | P      |                          |
| G015            | G015 :434/ 41 : 1                     | Is that... | 1 = Active duty, or 2 = reserves? D, R | | P      |                          |
| Timestamp       | TV46 :326/ 42 : 8 CV46 :326/ 50 : 5  | cumulative time cumulative question count | | | | |

G-7
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<tbody>
<tr>
<td>G16</td>
<td>Grid control variable: G16 :434/50 : 1</td>
<td>Do you have any of the following disabilities? CODE ALL THAT APPLY</td>
<td>IF THE RESPONDENT IMMEDIATELY ANSWERS &quot;NO DISABILITIES&quot; THEN ENTER 0</td>
<td>IF G007 = 2 OR 3, SKIP TO G026</td>
<td>P</td>
<td></td>
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<td></td>
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<td></td>
<td>0=NO DISABILITIES 1=Hearing impairment 2=Speech disability or limitation 3=Orthopedic or mobility limitation 4=Specific learning disability 5=Vision impairment that cannot be corrected with glasses, or are you legally blind 6=Any other type of limitations, disabilities, or handicaps e=EXIT GRID, ALL DONE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G023</td>
<td>G023 :434/ 51 : 1</td>
<td>Now I would like to ask you about voting and community service. Are you registered to vote in the U.S.?</td>
<td>1=YES 2=NO</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G024</td>
<td>G024 :434/ 52 : 1</td>
<td>Have you ever voted in any national, state, or local election?</td>
<td>1=YES 2=NO</td>
<td>2 = SKIP TO G026</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G025</td>
<td>G025 :434/ 53 : 1</td>
<td>Did you vote in the 1992 presidential election?</td>
<td>1=YES 2=NO</td>
<td>P</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
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<tr>
<td>G026</td>
<td>G026 :434/ 54 : 1</td>
<td>Have you ever performed volunteer or community service work other than court ordered?</td>
<td>1=YES 2=NO D, R</td>
<td>2, D, R = SKIP TO G035</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G027</td>
<td>G027 :434/ 55 : 1</td>
<td>Between July 1, 1992 and June 30, 1993, did you perform community service or volunteer work, other than court ordered?</td>
<td>1=YES 2=NO D, R</td>
<td>2,D,R=SKIP TO G034 IF B&amp;B; OTHERWISE, 2,D,R=SKIP TO G035</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G028</td>
<td>G028 :434/ 56 : 1</td>
<td>Was this service required by any of your classes?</td>
<td>1=YES 2=NO D, R</td>
<td></td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G029</td>
<td>G029 :434/ 57 : 2</td>
<td>Between July 1, 1992 and June 30, 1993, approximately how many hours per week did you perform community service and/or volunteer work?</td>
<td>1 - 45 D, R</td>
<td></td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G030</td>
<td>G030 :434/ 59 : 1</td>
<td>Is any of this current volunteer or community service work related to your future career?</td>
<td>1=YES 2=NO D, R</td>
<td>NON-B&amp;B SKIP TO G035</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G034</td>
<td>G034 :434/ 60 : 4</td>
<td>During the past 2 years, what were the total number of hours you spent doing community service and/or volunteer work?</td>
<td>0 - 9990 D, R</td>
<td>B&amp;B ONLY</td>
<td>P HOURS SHOULD BE ≥ G029</td>
<td></td>
</tr>
<tr>
<td>G134</td>
<td>G134 :434/ 64 : 1</td>
<td>ERROR: TOTAL COMMUNITY/VOLUNTEER WORK HOURS ([G034]) IS LESS THAN WEEKLY COMMUNITY/VOLUNTEER WORK HOURS ([G029]).</td>
<td>ENTER &lt;1&gt; TO CONTINUE</td>
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<tr>
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<tr>
<td>G035</td>
<td>G035 :434/ 65 : 1</td>
<td>In the next 12 months, do you plan to participate in any volunteer or community service work?</td>
<td>1=YES 2=NO</td>
<td>D, R</td>
<td>P</td>
<td></td>
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<tr>
<td>Timestamp</td>
<td>TV47 :326/ 55 : 8 CV47 :326/ 63 : 5</td>
<td>cumulative time cumulative question count</td>
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## SECTION H: PARENTAL CHARACTERISTICS

<table>
<thead>
<tr>
<th>Question Number</th>
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<th>Question Wording</th>
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<th>Skip Patterns</th>
<th>So urce</th>
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</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION BOX H002, PART 1</strong></td>
<td>PLEASE NOTE:</td>
<td>SP ITEMS - IF THE STUDENT IS INTERVIEWED BEFORE THE PARENT THESE ITEMS ARE PRIMARY (P-ASKED DIRECTLY OF THE STUDENT). IF THE PARENT IS COMPLETED BEFORE THE STUDENT INTERVIEW, THESE ITEMS WILL BE SKIPPED BY CATI.</td>
<td>PLEASE NOTE:</td>
<td>The logic that determines referent parent is in the flowchart in Appendix C.</td>
<td>IF D006=4, SKIP ALL OF SECTION H-SKIP TO INSTRUCTION BOX I002.</td>
<td></td>
</tr>
<tr>
<td><strong>INSTRUCTION BOX H002, PART 2</strong></td>
<td>If D008=1 (father deceased)...</td>
<td>...skip H03A for father</td>
<td>If D008=91 (sensitive-father's death)...</td>
<td>...skip H03A/H004/HF2A for father</td>
<td>(D013=3,4,D,R) and (D015=4,R) and (D016=4), SKIP ALL OF SECTION H-SKIP TO INSTRUCTION BOX I002.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>...ask H004/HF2A for father</td>
<td>...ask H03B/H04B/HM3A for mother</td>
<td></td>
<td>...ask H03B/H04B/HM3A for mother</td>
<td></td>
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<tr>
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<td>If D008=2 (mother deceased)...</td>
<td>...ask H03A/H004/HF2A for father</td>
<td>If D008=92 (sensitive-mother's death)...</td>
<td>...ask H03A/H004/HF2A for father</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>...ask H03B for mother</td>
<td>...skip H03B/H04B/HM3A for mother</td>
<td></td>
<td>...skip H03B/H04B/HM3A for mother</td>
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<tr>
<td></td>
<td>If D008=3 (both parents deceased)...</td>
<td>...skip H03A for father</td>
<td>If D008=93 (sensitive-both parent's death)...</td>
<td>...skip all of Section H-skip to Instruction Box I002</td>
<td></td>
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<tr>
<td></td>
<td>...ask H004/HF2A for father</td>
<td>...skip H03B for mother</td>
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<tr>
<td></td>
<td>...skip H03B for mother</td>
<td>...ask H04B/HM3A for mother</td>
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<tr>
<td>H003</td>
<td>H003 :436/ 8 : 1</td>
<td>The next few questions are about your (parents/father/male guardian/mother/female guardian).</td>
<td>&lt;1&gt; ENTER 1 TO CONTINUE</td>
<td></td>
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<tr>
<td>H03A=father</td>
<td>H03A :436/ 15 : 3</td>
<td>How old is your (father/male guardian/mother/female guardian)?</td>
<td>30 - 90</td>
<td>IF ZH2 = P, THEN COPY &quot;P&quot; TO THE CATI RECORD. DO NOT DISPLAY THIS QUESTION IN CATI.</td>
<td></td>
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<tr>
<td>H03B=mother</td>
<td>H03B :436/ 21 : 3</td>
<td>THIS QUESTION IS ASKED BECAUSE THE PARENT'S AGE IS USED IN CALCULATING THE EXPECTED FAMILY CONTRIBUTION TOWARDS THE RESPONDENT'S POSTSECONDARY EDUCATION.</td>
<td>D, R</td>
<td>CONTINUE TO H004/H04B</td>
<td>SP</td>
<td></td>
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<tr>
<td>Question Number</td>
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<tr>
<td>H004=father</td>
<td>H004 :436/ 18 : 2 (father)</td>
<td>What is/was the highest grade or level of education that your (father/male guardian/mother/female guardian) completed?</td>
<td>1=LESS THAN HIGH SCHOOL 2=GED 3=HIGH SCHOOL GRADUATION VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL: 4=LESS THAN 1 YEAR 5=1 YEAR BUT LESS THAN 2 YEARS 6=2 YEARS OR MORE COLLEGE/UNIVERSITY: 7=LESS THAN 2 YEARS OF COLLEGE 8=ASSOCIATE'S DEGREE 9=2 OR MORE YEARS OF COLLEGE 10=BACHELOR'S DEGREE (4-5 YEAR) 11=MASTER'S DEGREE OR EQUIVALENT 12=FIRST PROFESSIONAL DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE...) 13=OTHER ADVANCED PROFESSIONAL DEGREE 14=DOCTORATE (e.g., Ph.D, Ed.D)</td>
<td>IF ZH6 = P, THEN COPY &quot;P&quot; TO THE CATI RECORD. DO NOT DISPLAY THIS QUESTION IN CATI. IF H004/H04B = 9, CONTINUE TO HF2A/HM3A; OTHERWISE SKIP TO H009</td>
<td>SP</td>
<td></td>
</tr>
<tr>
<td>H04B=mother</td>
<td>H04B :436/ 24 : 2 (mother)</td>
<td></td>
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</tr>
<tr>
<td>H009</td>
<td>HF2A :436/ 20 : 1 (father)</td>
<td>Did he/she earn an Associate's degree?</td>
<td>1 = YES 2 = NO D.R</td>
<td>IF ZH6 = P, THEN COPY &quot;P&quot; TO THE CATI RECORD. DO NOT DISPLAY THIS QUESTION IN CATI. ALL RESPONSES CONTINUE TO H009</td>
<td>SP</td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
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<td>Question Wording</td>
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<tr>
<td><strong>INSTRUCTION BOX H009</strong></td>
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<td>If D006=1... the series HZZB through H14A is asked once with &quot;parent's&quot; being text filled.</td>
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<td>If D006=2... father is referent parent and the series HZZB through H14A is asked once with &quot;father/male guardian&quot; being text filled.</td>
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<td>mother is referent parent and the series HZZB through H14A is asked once with &quot;mother/female guardian&quot; being text filled.</td>
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<td>If D006=2... father is referent parent and the series HZZB through H14A is asked once with &quot;father/male guardian&quot; being text filled.</td>
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<td>and D013=1...</td>
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<td>mother is referent parent and the series HZZB through H14A is asked once with &quot;mother/female guardian&quot; being text filled.</td>
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<td>and D013=2...</td>
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<tr>
<td><strong>INSTRUCTION BOX H009, PART 2</strong></td>
<td></td>
<td>If D006=1... the series HZZB through H14A is asked once with &quot;parent's&quot; being text filled.</td>
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<td>If D006=2... father is referent parent and the series HZZB through H14A is asked once with &quot;father/male guardian&quot; being text filled.</td>
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<td>and D008=2 or 92...</td>
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<td></td>
<td>father is referent parent and the series HZZB through H14A is asked once with &quot;father/male guardian&quot; being text filled.</td>
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<td>and D008=3 or 93...</td>
<td>skip to Instruction Box H002</td>
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<td>If D006=4... The user skipped all of Section H back in Instruction Box H002, Part 1.</td>
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<td>If D006=2...</td>
<td></td>
<td>and D013=3,4,D,R and D015=1...</td>
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<td></td>
<td>father is referent parent and the series HZZB through H14A is asked once with &quot;father/male guardian&quot; being text filled.</td>
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<td>and D015=2...</td>
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<td></td>
<td>mother is referent parent and the series HZZB through H14A is asked once with &quot;mother/female guardian&quot; being text filled.</td>
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<td>and D013=3,4,D,R and D015=3...</td>
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<td>the series HZZB through H14A is asked once with &quot;father/male guardian&quot; being text filled and the series HZZC through H14B is asked once with &quot;mother/female guardian&quot; being text filled.</td>
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<td>and D015=4,R and D016=1...</td>
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<td></td>
<td>father is referent parent and the series HZZB through H14A is asked once with &quot;father/male guardian&quot; being text filled.</td>
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<td>and D015=4,R and D016=2...</td>
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<td>mother is referent parent and the series HZZB through H14A is asked once with &quot;mother/female guardian&quot; being text filled.</td>
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<td>and D015=4,R and D016=3...</td>
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<td>the series HZZB through H14A is asked once with &quot;father/male guardian&quot; being text filled and the series HZZC through H14B is asked once with &quot;mother/female guardian&quot; being text filled.</td>
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<td>and D015=4,R and D016=4...</td>
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<td>The user skipped all of Section H back in Instruction Box H002.</td>
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<tr>
<td>HZZB=state / ref. parent</td>
<td>Ref parent: HZZB :436/ 27 : 1 (intro screen) H010 :436/ 28 : 2 (state)</td>
<td><strong>Ref parent:</strong> What is your (parent's/father's/male guardian's/mother's/female guardian's) state of legal residence? <strong>INTERVIEWER:</strong> IN THE USEREXIT, ENTER THE STATE ABBREVIATION AND VERIFY BY SELECTING THE STATE FROM THE LIST. ENTER CN IF CANADA, AND ENTER AND VERIFY CANADIAN PROVINCE.</td>
<td>ENTER 2-LETTER STATE ABBREVIATION CODE FROM STATE LIST</td>
<td></td>
<td>P</td>
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<tr>
<td>HZZC=state / non-ref. parent</td>
<td>Non-ref. parent: HZZC :436/ 57 : 1 (intro screen) H10B :436/ 58 : 2 (state)</td>
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<td>1991 - CATI IF THIS ITEM IS ASKED IN CATI FOR 1991, AND THE 1991 RESPONSE = 0, SKIP TO H11A</td>
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<tr>
<td>HHCC, etc.</td>
<td>(continued)</td>
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<tr>
<td>H37D/HX11=</td>
<td>ref. parent</td>
<td>Ref. parent:</td>
<td>$1=\geq$30,000 or more, or 1991-CATI SP $2&lt;$30,000</td>
<td>$1991-CATI</td>
<td>$2=$SKIP TO H39D D,R=SKIP TO H11A</td>
<td></td>
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<tr>
<td>H37M/HX1B=</td>
<td>non-ref. parent</td>
<td>HX11:436/47:1 (1992)</td>
<td>$1=\geq$30,000 or more, or 1991-CATI SP $2&lt;$30,000</td>
<td>$1992-CATI</td>
<td>$2=$SKIP TO HX13 D,R=SKIP TO H012</td>
<td></td>
</tr>
<tr>
<td>H38D/HX12=</td>
<td>ref. parent</td>
<td>Ref. parent:</td>
<td>$1=\geq$30,000 but less than $50,000 2=at least $50,000 but less than $75,000 3=at least $75,000 but less than $100,000 4=at least $100,000 but less than $150,000 5=\geq$150,000 or more?</td>
<td>$1991$-CATI</td>
<td>$2=$150,000 or more</td>
<td></td>
</tr>
<tr>
<td>H38M/HX2B=</td>
<td>non-ref. parent</td>
<td>HX12:436/48:1 (1992)</td>
<td>$1=\geq$30,000 but less than $50,000 2=at least $50,000 but less than $75,000 3=at least $75,000 but less than $100,000 4=at least $100,000 but less than $150,000 5=\geq$150,000 or more?</td>
<td>$1992$-CATI</td>
<td>$2=$150,000 or more</td>
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<td>Question Number</td>
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</table>
2=at least $10,000 but less than $20,000  
3=or at least $20,000 but less than $30,000? | 1991-CATI SKIP TO H11A  
1992-CATI SKIP TO H012 | SP     |              |
| H012=ref, parent| Ref, parent: H012 :436/50 :2          | How many people did your (parent's/ mother's/female guardian's/father's/male guardian's) household support between July 1, 1992 and June 30, 1993? | 0  
1-20 | IF ZH16 = P, THEN COPY "P" TO THE CATI RECORD. DO NOT DISPLAY THIS QUESTION IN CATI, AND SKIP TO SECTION I.  
IF H012/H12B IS ASKED IN CATI AND RESPONSE ≠ 0, D, or R, THEN CONTINUE | SP     |              |
<p>| H12B=non-ref, parent | Non-ref, parent: H12B :436/78 :2       |                                                                                   | D, R                                                                               |                           | SP     |              |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>H14A/S/T= ref. parent</td>
<td>Ref, parent: H14A :436/ 52 : 2 (original answer) H14S :436/ 54 : 1 (consistency check) H14T :436/ 55 : 2 (new answer)</td>
<td>Of the (INSERT NUMBER FROM H012/H12B) individuals supported by your (parents/mother/female guardian/father/male guardian), how many were in a postsecondary school at least half-time in 1992-93?</td>
<td>0 - 20</td>
<td>CONTINUE TO SECTION I.</td>
<td>P</td>
<td>CANNOT BE GREATER THAN H012/H12B</td>
</tr>
<tr>
<td>Timestamp</td>
<td>TV49 :327/ 1 : 8 CV49 :327/ 9 : 5</td>
<td>cumulative time cumulative question count</td>
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H-8
### SECTION I: FINANCIAL STATUS

<table>
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<tbody>
<tr>
<td>INSTRUCTION BOX I002</td>
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<td>SAGE = AGE COMPUTED FROM CADE</td>
</tr>
<tr>
<td>I003</td>
<td>I003 :437/ 46 : 1</td>
<td>Are you a ward of the court?</td>
<td>1 = YES 2 = NO D,R</td>
<td>IF STUDENT IS ≥ 18 YEARS (SAGE ≥ 18), SKIP TO QUESTION I005</td>
<td>SI</td>
<td>ZI2: 1 = CADE INDICATES WARD OF COURT 2 = CADE INDICATES NOT A WARD OF COURT</td>
</tr>
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<td>INSTRUCTION BOX I05A</td>
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<td>SAGE = AGE COMPUTED FROM CADE.</td>
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<td>I005</td>
<td>Ia5 :437/ 59 : 1 (grid control variable)</td>
<td>Ref. parent: I005 :437/ 47 : 1 (1990)</td>
<td>1 = YES 2 = NO D, R</td>
<td>IF ZI6 = 1 OR 2 STORE &quot;P&quot; IN THE GRID CONTROL VARIABLE FOR REFERENT PARENT, AND NON-REFERENT PARENT, DO NOT DISPLAY I005 IN CATI; IF NONE OF ZI6, ZI8, OR ZI10 = 1 OR 2 THEN I005 WILL BE ASKED IN CATI, AS APPLICABLE WITH REGARD TO CATI SKIP PATTERNS: ALL CADE OR CATI RESPONSES CONTINUE TO I007</td>
<td>SI ZI6 = TAX EXEMPT 1990; ZI8 = TAX EXEMPT FOR 1991; ZI10 = TAX EXEMPT FOR 1992</td>
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<td></td>
<td>I05 :437/ 65 : 3 IPL4 :437/ 68 : 3 IPL6 :437/ 71 : 3</td>
<td>These will have &quot;N/A&quot; if year not applicable: IPL1 :437/ 50 : 3 IPL2 :437/ 53 : 3 IPL3 :437/ 56 : 3</td>
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<td>IPL5 :437/ 67 : 3</td>
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| Ia8/I008        | Ia8 :438/ 66 : 1 (grid control variable) | (did/do) you have total annual resources, including income, of $4,000 or more in (1985/1986/1987/1988/1989/1990/1991)? | 1 = YES  2 = NO  YES/NO FOR EACH YEAR FOR WHICH SYSTEM HAS TURNED ON AN INDICATOR  
**NOTES ON TEXT SUBSTITUTION**  IF I003 = 1, DO NOT READ PORTION OF QUESTION ENCLOSED IN PARENTHESES I.E., “NOT INCLUDING PARENTAL SUPPORT...” | IF ZI12 = P, THEN COPY "P" TO THE CATI RECORD. DO NOT DISPLAY THIS QUESTION IN CATI.  
---------------  
**ALL CADE OR CATI RESPONSES**  CONTINUE TO I004 | SI | |
| Timestamp       | TV51 :327/ 27 : 8  
CV51 :327/ 35 : 5 | cumulative time  
cumulative question count | | | |
| Ia8/I008        | I008 :437/ 78 : 1  
(1985)  
I08A :437/ 79 : 1  
(1986)  
I08B :437/ 80 : 1  
(1987)  
I08C :438/ 1 : 1  
(1988)  
I08D :438/ 2 : 1  
(1989)  
I08E :438/ 3 : 1  
(1990)  
I08F :438/ 4 : 1  
(1991) | These will have "N/A" if year not applicable:  
I8P1 :438/ 5 : 3  
I8P2 :438/ 8 : 3  
I8P3 :438/ 11 : 3  
I8P4 :438/ 14 : 3  
I8P5 :438/ 17 : 3  
I8P6 :438/ 20 : 3  
I8P7 :438/ 23 : 3 | | | |
| Timestamp       | TV52 :327/ 40 : 8  
CV52 :327/ 48 : 5 | cumulative time  
cumulative question count | | | |
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<th>Source Range/Consistency Checks</th>
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</table>
| I004            | I004 :438/ 68 : 1                     | Do you have legal dependents other than yourself (and your spouse)? Please include children and any other people, including your (and your spouse's) parents, who live with you and get more than half of their support from you, and who received that support during the 1992-93 school year. | 1 = YES 2 = NO D, R | IF ZI28 = 1 OR 2 COPY ZI28 TO THE CATI RECORD, AND DO NOT DISPLAY I004 IN CATI  
IF (I004 = 2, D, R OR ZI28 = 2) AND STUDENT IS MARRIED (D001 = 1), SKIP TO IX15;  
IF (I004 = 2, D, R OR ZI28 = 2) AND STUDENT IS NOT MARRIED (D001 = 1), SKIP TO IX17;  
IF I004 OR ZI28 = 1, CONTINUE WITH I010 | SI ZI28:  
1 = CADE INDICATES DEPENDENTS  
2 = CADE INDICATES NO DEPENDENTS |
| I010            | I010 :438/ 69 : 2                     | How many people did you (and your spouse) support between July 1, 1992 and June 30, 1993? Please include yourself (your spouse), and your (and your spouse's) children who lived with you during that time and who received more than half of their support from you. Also include any other people, including your parents, who lived with you and received more than half of their support from you. | 1-20 | CONTINUE WITH I012 | P IF RESPONDENT IS MARRIED (D001 = 1), I010 SHOULD BE > 02  
IF RESPONDENT IS SINGLE OR SEPARATED (D001 = 1 OR 3), I010 SHOULD BE > 01 |
<table>
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| IJ10            | IX10 :439/ 20 : 2 (yourself) IX11 :439/ 22 : 2 (your parents) IX12 :439/ 24 : 2 (less than 6 years) IX13 :439/ 26 : 2 (6 to 13 years) IX14 :439/ 28 : 2 (more than 13 years) IJ10 :439/ 30 : 2 (grid control variable) | How many of these dependents are... | a. ... yourself  
b. ... your parents  
c. ... less than 6 years old?  
d. ... at least 6 years old but less than 13 years old?  
e. ... 13 years of age or older? | 0-20 | D,R | e=EXIT GRID, ALL DONE |
| IV10            | IV10 :439/ 38 : 1 | INTERVIEWER: THERE IS AN INCONSISTENCY IN THE NUMBER OF DEPENDENTS. PLEASE VERIFY AND CORRECT.  
VALUE FROM I010: [I010]  
VALUE FROM IJ10: [IJ10] | 1=CORRECT THE VALUE AT SCREEN I010  
2=CORRECT THE INDIVIDUAL VALUES AT THE SCREEN [IJ10]  
(USE THE CHANGE ANSWER FEATURE) | | |
| Timestamp       | TV53 :327/ 53 : 8 CV53 :327/ 61 : 5 | cumulative time cumulative question count | | | | |

STUDENT QUESTIONNAIRE  
Revised April 14, 1994  
Based on NPSAS - Final CATI
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<tbody>
<tr>
<td>I012</td>
<td>I012 :439/ 64 : 2</td>
<td>How many of these dependents, not including yourself (but including your spouse), were enrolled in college or another postsecondary school at least half time between July 1, 1992 and June 30, 1993?</td>
<td>0 - 20 0 - 20</td>
<td>IF MARRIED: IF (D001=1) AND (I004=1) AND (I012=0), THEN SKIP TO I014. IF (D001=1) AND (I004=1) AND (I012=1-20) THEN CONTINUE TO IX15 D OR R=SKIP TO IX17 IF NOT MARRIED: IF (D001=1) AND (I012 IS 1 LESS THAN I010) THEN SKIP TO IX17 IF (D001=1) AND (I012 IS NOT 1 LESS THAN I010) THEN SKIP TO I014 D OR R=SKIP TO IX17</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>IX15</td>
<td>IX15 :439/ 66 : 1</td>
<td>Was your spouse enrolled in college or another postsecondary school at least half time between July 1, 1992 and June 30, 1993?</td>
<td>1=YES 2=NO 1=YES 2=NO 1=YES 2=NO</td>
<td>SKIP TO IX17 IF I004 = 2,D,R SKIP TO IX17 IF I004 = 2,D,R SKIP TO IX17 IF I004 = 2,D,R</td>
<td>P</td>
<td></td>
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<tr>
<td>I014</td>
<td>I014 :439/ 67 : 2</td>
<td>How many of your dependent children were in private elementary or secondary school between July 1, 1992 and June 30, 1993?</td>
<td>0 - 20 0 - 20 0 - 20</td>
<td>0 = SKIP TO IX17 0 = SKIP TO IX17 0 = SKIP TO IX17</td>
<td>P</td>
<td></td>
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<tr>
<td>I016</td>
<td>I016 :439/ 69 : 5</td>
<td>What is the total amount of tuition paid per year for these private elementary or secondary school(s)?</td>
<td>0 - 99990 0 - 99990 0 - 99990</td>
<td>D, R D, R D, R</td>
<td>P</td>
<td></td>
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<td>Question Number</td>
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<td>cumulative time cumulative question count</td>
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<tr>
<td>IJ64</td>
<td>IJ64 :439/ 74 : 1</td>
<td>The next few questions concern your income from various sources for both 1991 and 1992. INTERVIEWER: PLEASE ENTER THE RESPONSE IN THE USEREXIT</td>
<td>1=ENTER THE USEREXIT</td>
<td></td>
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<td>I064 (I064_UXT)</td>
<td>I064 :439/ 76 : 6 (1991) IP64 :440/ 23 : 6 (1992)</td>
<td>Excluding any student financial aid, what was your (and your spouse's) (1991/1992) total income from all sources, prior to taxes and deductions? Please include money you received from all sources, not just jobs. Those other sources might also include social security, AFDC, child support, welfare, food stamps, interest earned, dividends, and capital gains.</td>
<td>0 - 999990 1=0-99990 2=10,000-999990 3=100,000-999990 4=$100,000 or more 5=SKIRT TO IX66 D, R</td>
<td>I991 IF ZI30 &gt; 0 COPY ZI30 TO THE CATI RECORD, DO NOT DISPLAY I064 FOR 1991 IN CATI, AND SKIP TO I053 FOR 1991. IF I064 IS ASKED IN CATI FOR 1991 AND I064 &gt; 0, SKIP TO I053 FOR 1991. 1992 IF I064 &gt; 0, SKIP TO I053 FOR 1992</td>
<td>SI: 91 D, R</td>
<td>ZI30 = TOTAL INCOME, RESPONDENT AND SPOUSE, ALL SOURCES, 1991 AS INDICATED FROM CADE</td>
</tr>
<tr>
<td>I065 (I065_UXT)</td>
<td>I065 :440/ 2 : 1 (1991) IP65 :440/ 29 : 1 (1992)</td>
<td>Would you estimate your (and your spouse's) total (1991/1992) income from all sources was...</td>
<td>1=at least $30,000 but less than $50,000 2=at least $50,000 but less than $75,000 3=at least $75,000 but less than $100,000 4=or $100,000 or more?</td>
<td>2 = SKIP TO IX66 D OR R = SKIP TO I053</td>
<td>P</td>
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</tr>
<tr>
<td>IX65 (IX65_UXT)</td>
<td>IX65 :440/ 3 : 1 (1991) HY65 :440/ 30 : 1 (1992)</td>
<td>Would you say...</td>
<td>1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $20,000 4=or at least $20,000 but less than $30,000?</td>
<td>SKIP TO I053</td>
<td>P</td>
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</tr>
<tr>
<td>IX66 (IX66_UXT)</td>
<td>IX66 :440/ 4 : 1 (1991) HY66 :440/ 31 : 1 (1992)</td>
<td>Would you say...</td>
<td>1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $20,000 4=or at least $20,000 but less than $30,000?</td>
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<td>I054 (I64_UXT)</td>
<td>I054 :440/11 :1 (1991) I054 :440/38 :1 (1992)</td>
<td>Would you estimate your (1991/1992) total income from all jobs was...</td>
<td>1=$30,000 or more 2=less than $30,000 D, R</td>
<td>D OR R = SKIP TO I059 2 = SKIP TO IX55</td>
<td>P</td>
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<tr>
<td>IX54 (I64_UXT)</td>
<td>IX54 :440/12 :1 (1991) IX54 :440/39 :1 (1992)</td>
<td>Would you say...</td>
<td>1=at least $30,000 but less than $50,000 2=at least $50,000 but less than $75,000 3=at least $75,000 but less than $100,000 4=or $100,000 or more? D, R</td>
<td>SKIP TO I059</td>
<td>P</td>
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</tr>
<tr>
<td>IX55 (I64_UXT)</td>
<td>IX55 :440/13 :1 (1991) IX55 :440/40 :1 (1992)</td>
<td>Would you say...</td>
<td>1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $20,000 4=or at least $20,000 but less than $30,000? D, R</td>
<td>IF STUDENT IS MARRIED (D001 = 1) ASK I060; OTHERWISE, SKIP TO IX56</td>
<td>P</td>
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<td>INSTRUCTION BOX I059</td>
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<td>I060 (IJ64_UXT)</td>
<td>I060 :440/ 14 : 6 (1991) I060 :440/ 41 : 6 (1992)</td>
<td>What is your estimate of your spouse's total income from all jobs in (1991/1992)? Please exclude income from work-study and assistantships, untaxed income or income from other sources such as interest, dividends, and capital gains.</td>
<td>0 - 999990 0 - 999990</td>
<td>1991 ZI34 &gt; 0 COPY ZI34 TO THE CATI RECORD, DO NOT DISPLAY I060 FOR 1991 IN CATI, AND SKIP TO IX56; IF I060 IS ASKED IN CATI FOR 1991 AND I060 IS ASKED IN CATI FOR 1991 AND ≥ 0, SKIP TO IX56; 1992 IF I060 ≥ 0 SKIP TO IX56</td>
<td>SI: CANNOT BE &gt; I064/IX65/IX66 P: ZI34: INDICATES SPOUSE JOB EARNINGS</td>
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<td>IX61 (IJ64_UXT)</td>
<td>IX61 :440/ 20 : 1 (1991) IY61 :440/ 47 : 1 (1992)</td>
<td>Would you estimate your spouse's income from all jobs in (1991/1992) was...</td>
<td>1=$30,000 or more 2=less than $30,000</td>
<td>2 = SKIP TO IX63 D OR R = SKIP TO IX56</td>
<td>P</td>
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</tr>
<tr>
<td>IX62 (IJ64_UXT)</td>
<td>IX62 :440/ 21 : 1 (1991) IY62 :440/ 48 : 1 (1992)</td>
<td>Would you say...</td>
<td>1=at least $30,000 but less than $50,000 2=at least $50,000 but less than $75,000 3=at least $75,000 but less than $100,000 4=or $100,000 or more?</td>
<td>SKIP TO IX56</td>
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<td>IX63 (IJ64_UXT)</td>
<td>IX63 :440/ 22 : 1 (1991) IY63 :440/ 49 : 1 (1992)</td>
<td>Would you say...</td>
<td>1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $20,000 4=or at least $20,000 but less than $30,000?</td>
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**NOTES ON TEXT SUBSTITUTIONS:** TEXT SUBSTITUTE THE PHRASE "AND YOUR SPOUSE" IF D001 = 1,2,3,or 4.
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<td><strong>NOTES ON TEXT SUBSTITUTIONS</strong></td>
<td>TEXT SUBSTITUTE THE PHRASE “AND YOUR SPOUSE” IF D001 = 1, 2, 3, or 4.</td>
<td><strong>IF ZI36 = 1, COPY ZI36 TO THE CATI RECORD, AND DO NOT DISPLAY I067 IN CATI FOR 1991:</strong></td>
<td>P: SECURITY</td>
<td>91</td>
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<td><strong>IF ZI40 = 1, COPY ZI40 TO THE CATI RECORD, AND DO NOT DISPLAY I067 IN CATI FOR 1991:</strong></td>
<td><strong>IF ZI44 = 1, COPY ZI44 TO THE CATI RECORD, AND DO NOT DISPLAY I067 IN CATI FOR 1991:</strong></td>
<td><strong>IF ZI48 = 1, COPY ZI48 TO THE CATI RECORD, AND DO NOT DISPLAY I067 IN CATI FOR 1991:</strong></td>
<td>ZI36 = CADE INDICATES IF SOCIAL SECURITY RECEIVED; ZI40 = CADE INDICATES IF AFDC RECEIVED; ZI44 = CADE INDICATES IF CHILD SUPPORT RECEIVED; ZI48 = CADE INDICATES IF OTHER UNTAXED RECEIVED</td>
<td>92</td>
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<td><strong>RETURN TO I064 TO COLLECT DATA FOR 1992; OR, IF 1992 ALREADY COLLECTED, CONTINUE TO IP69.</strong></td>
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| IP69            | IP69 :441/ 16 : 6                    | Now I would like to ask you about your assets and debts. Currently, what is the total worth of your (and your spouse's) cash, savings, and checking accounts?                                               | 0 - 999990
D, R                                                                                                                   | IF ≥ 0 SKIP TO I513                              | P        |                           |
| I504            | I504 :441/ 22 : 1                    | Would you estimate your (and your spouse's) current cash, savings, and checking accounts to be worth...                                                                                                                                                         | 1=less than $500
2=at least $500 but less than $1000
3=at least $1,000 but less than $2,500
4=at least $2,500 but less than $5,000
5=at least $5,000 but less than $10,000
6=at least $10,000 but less than $25,000
7=or, $25,000 or more?
D, R                                                                                                                   |                                                                                                    | P        |                           |
| I513            | I513 :441/ 23 : 6                    | Currently, what is... the total worth of your (and your spouse's) retirement and/or pension accounts? RETIREMENT/PENSION ACCOUNTS MAY INCLUDE, FOR EXAMPLE, IRA'S, EMPLOYEE STOCK OPTION PLANS (ESOP), KEOGH'S, 401K                                 | 0 - 999990
D, R                                                                                                                   | IF ≥ 0 SKIP TO IP70                              | P        |                           |
| I514            | I514 :441/ 29 : 1                    | Would you estimate your (and your spouse's) current retirement and/or pension accounts to be worth...                                                                                                                                                         | 1=less than $500
2=at least $500 but less than $1000
3=at least $1,000 but less than $2,500
4=at least $2,500 but less than $5,000
5=at least $5,000 but less than $10,000
6=at least $10,000 but less than $25,000
7=or, $25,000 or more?
D, R                                                                                                                   |                                                                                                    | P        |                           |
| IP70            | IP70 :441/ 30 : 7                    | Currently, what is... the total worth of your (and your spouse's) home? (IF RENTING OR IF NOT A HOMEOWNER, ENTER 0)                                                                                                                                     | 0 - 999990
D, R                                                                                                                   | IF 0 SKIP TO IP72
IF > 0 SKIP TO IP71                                               | P        |                           |
<table>
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<tr>
<td>I505</td>
<td>I505 :441/ 37 : 1</td>
<td>Would you estimate your (and your spouse’s) current home value to be worth...</td>
<td>1=less than $25,000 2=at least $25,000 but less than $50,000 3=at least $50,000 but less than $100,000 4=at least $100,000 but less than $250,000 5=at least $250,000 but less than $500,000 6=or, $500,000 or more</td>
<td>R OR D = SKIP TO IP72</td>
<td>P</td>
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<tr>
<td>IP71</td>
<td>IP71 :441/ 38 : 6</td>
<td>How much is currently owed?</td>
<td>0 - 999999</td>
<td>IF ≥ 0 SKIP TO IP72</td>
<td>P</td>
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<tr>
<td>I506</td>
<td>I506 :441/ 44 : 1</td>
<td>Would you estimate the amount currently owed to be...</td>
<td>1=less than $25,000 2=at least $25,000 but less than $50,000 3=at least $50,000 but less than $100,000 4=at least $100,000 but less than $250,000 5=at least $250,000 but less than $500,000 6=or, $500,000 or more</td>
<td>P</td>
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<tr>
<td>IP72</td>
<td>IP72 :441/ 45 : 7</td>
<td>Currently, what is... the total worth of your (and your spouse’s) other real estate and investments? (IF NONE, ENTER 0)</td>
<td>0 1 - 9999990</td>
<td>IF 0 SKIP TO IP74 IF &gt; 0 SKIP TO IP73</td>
<td>P</td>
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<tr>
<td>I507</td>
<td>I507 :441/ 52 : 1</td>
<td>Would you estimate the current value of your (and your spouse’s) other real estate and investments to be worth...</td>
<td>1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $15,000 4=at least $15,000 but less than $25,000 5=at least $25,000 but less than $50,000 6=or, $50,000 or more</td>
<td>R OR D = SKIP TO IP74</td>
<td>P</td>
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<tr>
<td>IP73</td>
<td>IP73 :441/ 53 : 7</td>
<td>How much is currently owed?</td>
<td>0 - 9999990</td>
<td>IF ≥ 0 SKIP TO IP74</td>
<td>P</td>
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<td>I508</td>
<td>I508 :441/ 60 : 1</td>
<td>Would you estimate the amount currently owed to be...</td>
<td>1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $15,000 4=at least $15,000 but less than $25,000 5=at least $25,000 but less than $50,000 6=or, $50,000 or more</td>
<td>D, R</td>
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<tr>
<td>IP74</td>
<td>IP74 :441/ 61 : 7</td>
<td>Currently, what is... the total worth of your (and your spouse's) business, including farms? (IF NONE, ENTER 0)</td>
<td>0 1 - 9999990</td>
<td>IF &gt; 0 SKIP TO IP75 IF 0 SKIP TO SECTION J</td>
<td>P</td>
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<tr>
<td>I509</td>
<td>I509 :441/ 68 : 1</td>
<td>Would you estimate the current value of your (and your spouse's) business and/or farm to be worth...</td>
<td>1=less than $25,000 2=at least $25,000 but less than $50,000 3=at least $50,000 but less than $100,000 4=at least $100,000 but less than $250,000 5=or, $250,000 or more?</td>
<td>D OR R = SKIP TO SECTION J</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>IP75</td>
<td>IP75 :441/ 69 : 6</td>
<td>How much is currently owed?</td>
<td>0 - 999990</td>
<td>IF &gt; 0 SKIP TO SECTION J</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>I510</td>
<td>I510 :441/ 75 : 1</td>
<td>Would you estimate the amount currently owed to be...</td>
<td>1=less than $25,000 2=at least $25,000 but less than $50,000 3=at least $50,000 but less than $100,000 4=at least $100,000 but less than $250,000 5=$250,000 or more?</td>
<td>CONTINUE TO SECTION J</td>
<td>P</td>
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### SECTION J: DEMOGRAPHICS

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<tbody>
<tr>
<td>J08b</td>
<td>J008 :441/ 76 : 1 J009 :441/ 77 : 1 J010 :441/ 78 : 1 J08b :441/ 79 : 1 (grid control variable)</td>
<td>In deciding to attend SAMPLE SCHOOL did you consider...</td>
<td>1=the graduation rate? 2=the campus crime rate? 3=the job placement rate of recent graduates from this school? YES/NO FOR EACH ITEM</td>
<td>=EXIT GRID, ALL DONE</td>
<td>P</td>
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<tr>
<td>JX10</td>
<td>JX10 :441/ 80 : 1</td>
<td>Since you started your postsecondary education, have you ever taken any remedial or developmental instruction to improve your reading, writing, math, or study skills?</td>
<td>1=YES 2=NO</td>
<td>NON-B&amp;B IF (JX10=2,D,R) AND (PARENT IS NOT SELECTED FOR THE PARENT INTERVIEW) OR (PARENT IS SELECTED FOR THE INTERVIEW BUT HAS ALREADY BEEN INTERVIEWED) THEN SKIP TO &gt;ENDK&lt; IF (JX10=2,D,R) AND PARENT IS SELECTED FOR THE PARENT INTERVIEW BUT HAS NOT YET BEEN INTERVIEWED, SKIP TO BOX K001 B&amp;B IF (JX10=2,D,R), SKIP TO J019</td>
<td>P</td>
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<tr>
<td>JJ11</td>
<td>JJ11 :442/ 1 : 1</td>
<td>REMEDIAL INSTRUCTION USER EXIT (J011CLIP) INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.</td>
<td>1=ENTER THE USEREXIT</td>
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J-1
### STUDENT QUESTIONNAIRE
Revised April 14, 1994
Based on NPSAS - Final CATI

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<td>J011</td>
<td>Y or N answers J11A :442/ 2 : 1 J11B :442/ 3 : 1 J11C :442/ 4 : 1 J11D :442/ 5 : 1</td>
<td>During the 1992-93 school year, did you take remedial or developmental instruction to improve your skills in...</td>
<td>1=YES, 2=NO</td>
<td>YES/NO FOR EACH ITEM</td>
<td>D, R</td>
<td>P</td>
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<td>hours of instruction J12A :442/ 6 : 4 J12B :442/ 10 : 4 J12C :442/ 14 : 4 J12D :442/ 18 : 4</td>
<td>... reading? ... writing? ... mathematics? ... or study skills?</td>
<td>4 COLUMNS PER ITEM FOR HOURS OF INSTRUCTION</td>
<td>IF PARENT IS NOT SELECTED FOR THE PARENT INTERVIEW OR PARENT IS SELECTED BUT HAS ALREADY BEEN INTERVIEWED THE SKIPP TO &gt;ENDK&lt;</td>
<td>IF PARENT IS SELECTED FOR THE PARENT INTERVIEW AND HAS NOT YET BEEN INTERVIEWED, SKIP TO BOX K001</td>
<td>B&amp;B CONTINUE TO J019</td>
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<td>Timestamp TV61 :328/ 77 : 8 CV61 :329/ 5 : 5</td>
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<tr>
<td>J019</td>
<td>J019 :442/ 52 : 1</td>
<td>As mentioned earlier during our interview, you are part of a Department of Education special study to determine what happens to students after they graduate from college. The research staff would like to talk with you again to determine how your plans have worked out. To find you, we need some additional information. This information will be kept in strict confidence and will only be used for future survey purposes. Please tell me the name, address and telephone number of a person, a relative other than your parents if possible, who lives at an address different from yours, and who will always know where to get in touch with you.</td>
<td>1=ENTER '1' TO CONTINUE R=REFUSED</td>
<td>B&amp;B ONLY</td>
<td>R = SKIP TO J038</td>
<td>P</td>
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J-2
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<td>J019_UXT: 442/72:20</td>
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<td>J024</td>
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<td>J27X</td>
<td>J019_UXT: 444/19:20</td>
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<td>J032</td>
<td>J032 :445/ 15 : 2</td>
<td>What is this person's relationship to you?</td>
<td>1=MOTHER/FEMALE GUARDIAN 2=FATHER/MALE GUARDIAN 3=SISTER/BROTHER 4=SPouse 5=OTHER RELATIVE 6=FRIEND 91=OTHER</td>
<td>B&amp;B ONLY IF (J032 = 1-7, D OR R) THEN SKIP TO J038. OTHERWISE, CONTINUE TO J033</td>
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<tr>
<td>J038 (J038_UXT)</td>
<td>JG38 :445/ 47 : 1</td>
<td>We would like to verify your permanent address. Is it the same as or close to... STREET ADDRESS: (PRE-LOADED DATA HERE) CITY: (PRE-LOADED DATA HERE) STATE: (PRE-LOADED DATA HERE) ZIP CODE: (PRE-LOADED DATA HERE) COUNTRY:</td>
<td>1, 2, 3, 4 5=NONE OF THE ABOVE</td>
<td>B&amp;B ONLY 1=SKIP TO J043</td>
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<td>JJ38</td>
<td>JJ38 :445/ 48 : 1</td>
<td>INTERVIEWER: DO YOU NEED TO CORRECT THE PERMANENT ADDRESS OF THE STUDENT? ADDRESS: (PRE-LOAD INFORMATION) PHONE: (PRE-LOAD INFORMATION)</td>
<td>1=YES 2=NO</td>
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<td>J039 (J038_UXT)</td>
<td>J039 :445/ 50 :30</td>
<td>What is your STREET ADDRESS?</td>
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<td>JJ39 (J038_UXT)</td>
<td>JJ39 :445/ 80 :30</td>
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<td>J42X (J038_UXT)</td>
<td>JA42 :446/57 :20</td>
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<td>J42P (J038_UXT)</td>
<td>JP42 :446/77 :6</td>
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<td>JQ42 (J038_UXT)</td>
<td>JQ42 :447/3 :8</td>
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<td>(999) 999-9999 = NO PHONE</td>
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<td>J043 (J038_UXT)</td>
<td>JG43 :447/39 :1</td>
<td>We would also like to verify your local or current address. Is it the same as or close to...</td>
<td>1,2,3,4</td>
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<td>1.3 = SKIP TO J034</td>
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<td>ADDRESS: (PRE-LOADED INFORMATION)</td>
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<td>JJ43 (J038_UXT)</td>
<td>JJ43 :447/40 :1</td>
<td>INTERVIEWER: DO YOU NEED TO CORRECT THE LOCAL OR CURRENT ADDRESS OF THE STUDENT?</td>
<td>1=YES</td>
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<td>ADDRESS: (PRE-LOADED INFORMATION)</td>
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<td>J47P</td>
<td>JP47 :448/ 69 :6 JP47 :448/ 75 :8</td>
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<td>(999) 999-9999 = NO PHONE</td>
<td>D,R</td>
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<td>J034</td>
<td>J034 :449/ 31 :1</td>
<td>Do your friends, neighbors or relatives know you by any name other than (INSERT RESPONDENT'S FIRST AND LAST NAME)?</td>
<td>1=YES</td>
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<td>2,D,R</td>
<td>SKIP TO JJ36</td>
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<td>J035</td>
<td>J035 :449/ 32 :36</td>
<td>What is that other name?</td>
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<td>JJ36</td>
<td>JJ36 :449/68 :1 intro screen J036 :449/69 :2 (state abbr.)</td>
<td>To assist us in locating you later, please tell me the state in which your driver's license was issued. INTERVIEWER: IN THE USEREXIT, ENTER THE STATE ABBREVIATION AND VERIFY BY SELECTING THE STATE FROM THE LIST. IF CANADA, ENTER CN AND THEN ENTER AND VERIFY THE CANADIAN PROVINCE.</td>
<td>1=SPECIFY STATE ABBREVIATION IN THE USEREXIT N,n = DOES NOT HAVE A DRIVER'S LICENSE D = DON'T KNOW R = REFUSED</td>
<td>B&amp;B ONLY N=SKIP TO J048</td>
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<tr>
<td>J037</td>
<td>J037 :449/71 :25</td>
<td>May I have your driver's license number?</td>
<td>NUMBER: _____________________________ D,R</td>
<td>B&amp;B ONLY CONTINUE TO J048</td>
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<td>J048</td>
<td>J048 :450/16 :25</td>
<td>In what city do you expect to be living a year from now?</td>
<td>__________ 25 columns D,R</td>
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STUDENT QUESTIONNAIRE
Revised April 14, 1994
Based on NPSAS - Final CATI
### SECTION K: LOCATING INFORMATION

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<td>INSTRUCTION BOX K001</td>
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<tr>
<td>K002</td>
<td>K002 :450/ 49 : 1</td>
<td>I have your Social Security number as (LOAD IN SSN FROM ZK2). Is that correct?</td>
<td>H, h = HELP SCREEN -- IF RESPONDENT IS RELUCTANT 1 = CORRECT - EXACT MATCH 2 = INCORRECT - DOES NOT MATCH</td>
<td>1 = SKIP TO BOX K004</td>
<td>P</td>
<td>ZK2 = SSN FROM CADE</td>
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<td>KHLP</td>
<td>KHLP :450/ 44 : 1</td>
<td>This number will be used to confirm information abstracted from institutional records. Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any information gathered at a later date gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 122e-1).</td>
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<td>K003</td>
<td>K003 :450/ 50 : 9</td>
<td>What is your Social Security number?</td>
<td>H, h = HELP SCREEN -- IF RESPONDENT IS RELUCTANT 0-999999999 ENTER THE SOCIAL SECURITY NUMBER (WITHOUT THE HYPHENS) N, n = DOES NOT HAVE A SOCIAL SECURITY NUMBER D, R</td>
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<td>INSTRUCTION BOX K004</td>
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<td>K005 - K016 ARE ASKED ONLY FOR B&amp;B STUDENTS, AND NON-B&amp;B STUDENTS WHOSE PARENTS HAVE BEEN SELECTED FOR A PARENT INTERVIEW BUT HAVE NOT YET BEEN INTERVIEWED</td>
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<tr>
<td>K005 referent parent</td>
<td>K005 :450/ 70 : 1 non-referent parent KY05 :453/ 34 : 1</td>
<td>We might like to get some information from your (parents/guardians/mother/female guardian/father/male guardian) concerning (their/his/her) role in financing your education after high school. Please give me the name, address and telephone number of your (parents/guardians/mother/female guardian/father/male guardian) in case we need to contact them.</td>
<td>ENTER &quot;1&quot; TO CONTINUE = 1 D.R</td>
<td>COLLECT THE FOLLOWING INFORMATION FOR EACH PARENT</td>
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<td>KJ05 referent parent</td>
<td>KJ05 :450/ 72 : 1 non-referent parent KW05 :453/ 36 : 1</td>
<td>INTERVIEWER: DO YOU NEED TO CORRECT THE NAME, ADDRESS, OR PHONE NUMBER OF (parents/guardians/mother/female guardian/father/male guardian)? NAME: (PRE-LOAD INFORMATION) ADDRESS: (PRE-LOAD INFORMATION) PHONE: (PRE-LOAD INFORMATION)</td>
<td>1=YES 2=NO</td>
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<td>KG05 referent parent</td>
<td>KG05 :450/ 71 : 1 non-referent parent KU05 :453/ 35 : 1</td>
<td>Is the name and address of (parents/guardians/mother/female guardian/father/male guardian) same as or close to: NAME: (PRE-LOADED INFORMATION) ADDRESS: (PRE-LOADED INFORMATION) PHONE: (PRE-LOADED INFORMATION)</td>
<td>1, 2, 3, 4 5=NONE OF THE ABOVE</td>
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<td>referent parent K007 :451/ 9 :1 non-referent parent KY07 :453/ 53 :1</td>
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<td>referent parent K008 :451/ 10 :20 non-referent parent KY08 :453/ 54 :20</td>
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<td>INSTRUCTION</td>
<td>BOX K08A</td>
<td>IF (K006=R) OR (K006 BOX K08A AND K008=D), SKIP TO &gt;ENDK&lt;</td>
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<td>K009</td>
<td>referent parent K016 :453/ 33 :1 non-referent parent KY16 :455/ 77 :1</td>
<td>What is this person's relationship to you?</td>
<td>FATHER/MALE GUARDIAN = 1 MOTHER/FEMALE GUARDIAN = 2</td>
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<td>K010</td>
<td>referent parent K010 :451/ 30 :30 non-referent parent KY10 :453/ 74 :30</td>
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<td>referent parent KA10 :451/ 60 :30 non-referent parent KZ10 :454/ 24 :30</td>
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<td>K11a</td>
<td>referent parent K012 :452/ 30 : 2</td>
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<td>non-referent parent KY14 :455/ 21 : 6</td>
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<td>999-999-9999=NO PHONE</td>
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<td>ENDK</td>
<td>END OF STUDENT INTERVIEW.</td>
<td>END OF STUDENT INTERVIEW.</td>
<td>END OF STUDENT INTERVIEW.</td>
<td>&lt;1&gt; PRESS 1 TO CONTINUE</td>
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## SECTION L: PARENTAL SUPPORT

<table>
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<tr>
<th>Question Number</th>
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<th>Question Wording</th>
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<th>Range/Consistency</th>
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<tbody>
<tr>
<td></td>
<td>L001 :501/ 58 : 1 The following questions are about your role in financing (SAMPLE STUDENT'S NAME)'s 1992-93 school year expenses at SAMPLE SCHOOL, that is, July 1, 1992 to June 30, 1993. But first I need to ask your marital status in order to determine the questions I will ask you later on in the interview. Are you currently...</td>
<td>1=Single, divorced, or widowed 2=Married 3=Separated D,R</td>
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<td>L003 :504/ 69 : 1 The following questions are about your (and your spouse's) contributions or loans of money to (SAMPLE STUDENT'S NAME) to help pay for (his/her) 1992-93 school year expenses.</td>
<td>PRESS &lt;1&gt; TO CONTINUE</td>
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<td></td>
<td>L004 :504/ 70 : 5 How much money have you (and your spouse) contributed to help meet (SAMPLE STUDENT'S NAME)'s expenses for the 1992-93 school year? Please include money paid directly to the school for tuition and room and board, as well as expenses that were directly related to (SAMPLE STUDENT'S NAME)'s enrollment in school, such as rent, food, personal expenses, and transportation. By contribute, we mean only money that you do not expect to be paid back.</td>
<td>0-99990 IF ≥ 0, SKIP TO L005 D,R PROBE IF ≥ $50,000</td>
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NOTES ON TEXT SUBSTITUTIONS:

IF L001 = 2, THEN THE PHRASE "YOUR SPOUSE" SHOULD APPEAR FOR THE INTERVIEWER IN ALL QUESTIONS WHERE THE PHRASE IS INDICATED IN PARENTHESES.

IF L001 = 1,3,D,R, THEN THE PHRASE "YOUR SPOUSE" SHOULD NOT APPEAR FOR THE INTERVIEWER TO READ.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<tbody>
<tr>
<td>LXX4</td>
<td>LXX4 :504/ 75 : 1</td>
<td>Would you estimate your (and your spouse’s) contributions were...</td>
<td>1=,...less than $1,000 2=,...at least 1,000 but less than $5,000 3=,...at least $5,000 but less than $10,000 4=,...at least $10,000 but less than $20,000 5=,...or, $20,000 or more</td>
<td>D,R</td>
<td>P</td>
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<tr>
<td>L005</td>
<td>L005 :504/ 76 : 1</td>
<td>Were any of (SAMPLE STUDENT’S NAME)'s living and school expenses for the 1992 - 93 school year funded by contributions from your relatives, friends, or a former spouse? Please do not include previously mentioned amounts.</td>
<td>1=YES 2=NO</td>
<td>D,R</td>
<td>2,D,R = SKIP TO L007 P</td>
<td></td>
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<tr>
<td>L006</td>
<td>L006 :504/ 77 : 5</td>
<td>How much were the contributions?</td>
<td>1-99990 Dollars</td>
<td>D,R</td>
<td>IF &gt; 0, SKIP TO L007 P</td>
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<tr>
<td>LXX6</td>
<td>LXX6 :505/ 2 : 1</td>
<td>Would you estimate the contributions were...</td>
<td>1 = ...less than $1,000 2 = ...at least 1,000 but less than $5,000 3 = ...at least $5,000 but less than $10,000 4 = ...at least $10,000 but less than $20,000 5 = ...or, $20,000 or more</td>
<td>D,R</td>
<td>P</td>
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<tr>
<td>L007</td>
<td>L007 :505/ 3 : 5</td>
<td>How much money did you (and your spouse) lend to (SAMPLE STUDENT’S NAME) to help (him/her) meet (his/her) 1992-93 school year expenses? By lend, we mean only money that you do expect (him/her) to pay back.</td>
<td>0-99990 Dollars</td>
<td>D,R</td>
<td>IF ≥ 0, SKIP TO BOX L008 P</td>
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<tr>
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<tr>
<td>LXX7</td>
<td>LXX7 :505/ 8 : 1</td>
<td>Would you estimate the loans were...</td>
<td>1 = ...less than $1,000&lt;br&gt; 2 = ...at least 1,000 but less than $5,000&lt;br&gt; 3 = ...at least $5,000 but less than $10,000&lt;br&gt; 4 = ...at least $10,000 but less than $20,000&lt;br&gt; 5 = ...or, $20,000 or more</td>
<td>D,R</td>
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<td>P</td>
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<tr>
<td>INSTRUCTION BOX L008</td>
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<td></td>
<td></td>
<td>IF RESPONDENT MADE NO CONTRIBUTIONS OR LOANS TO THE SAMPLE STUDENT (L004=0 AND L007=0), CONTINUE TO L08A; OTHERWISE, SKIP TO L009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L08A</td>
<td>L08A :505/ 9 : 1</td>
<td>You stated that you(and your spouse) contributed $[L004] and contributed $[L007] to help meet (SAMPLE STUDENT'S NAME) expenses. Is that correct?</td>
<td>1=YES&lt;br&gt; 2=NO&lt;br&gt; D,R</td>
<td>2,D=RETURN TO L004</td>
<td></td>
<td>ASK ONLY IF BOTH L004 AND L007 ARE ZERO</td>
</tr>
<tr>
<td>L009</td>
<td>L009 :505/ 10 : 1</td>
<td>The next questions are about types of support other than money. Please do not include anything you have told me about so far. Since July 1, 1992 have you (and your spouse) provided (SAMPLE STUDENT'S NAME) with forms of support such as housing, meals, clothing, the use of charge cards, or help with automobile payments, repairs, or any type of insurance? Please do not include any amounts we have already discussed.</td>
<td>1 = YES&lt;br&gt; 2 = NO&lt;br&gt; D,R</td>
<td>2,D,R = SKIP TO INSTRUCTION BOX L018</td>
<td></td>
<td>P</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
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</table>
| L010           | L010 :50S/ 11 : 5                     | How much do you think that support was worth? | 0-499 Dollars 500-99990 Dollars | IF $0 TO $499, SKIP TO INSTRUCTION BOX L018  
IF $500, SKIP TO LJ11  
D,R=CONTINUE | P |
| LX10           | LX10 :50S/ 16 : 1                     | Would you estimate the other support was worth | 1 = ...less than $500  
2 = ...at least $500 but less than $1,000  
3 = ...at least $1,000 but less than $2,000  
4 = ...at least $2,000 but less than $3,000  
5 = ...at least $3,000 but less than $4,000  
6 = ...or, $4,000 or more? | 1,D,R = SKIP TO BOX L018 | P |
These will have Y or N values: LJ11a :50S/ 17 : 1 (housing)  
L11b :50S/ 18 : 1 (meals)  
L11c :50S/ 19 : 1 (clothing)  
L11d :50S/ 20 : 1 (charge cards)  
L11e :50S/ 21 : 1 (auto loan)  
L11f :50S/ 22 : 1 (repairs to auto)  
L11g :50S/ 23 : 1 (insurance) | Did you provide (SAMPLE STUDENT'S NAME) with...  
... housing?  
... meals?  
... clothing?  
... charge cards?  
... help on automobile loan payments?  
... repairs to (his/her) automobile?  
... or any type of insurance, including car, health, and life insurance? | 1 = YES  
2 = NO | D,R  
(YES/NO/D/R FOR EACH ITEM) |
<p>| INSTRUCTION BOX L018 | | | IF RESPONDENT DID NOT CONTRIBUTE NOR LEND ANY MONEY TO SAMPLE STUDENT (L004 = 0 AND L007 = 0), THEN SKIP TO L039 | | |</p>
<table>
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<th>Question Number</th>
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<td>L19,#1</td>
<td>L19a :505/ 25 : 1</td>
<td>In order to contribute or lend money for (SAMPLE STUDENT'S NAME)'s 1992 - 93 school year expenses, did you (or your spouse) use money from... ... savings accounts, money market accounts, or Certificates of Deposit?</td>
<td>1=YES 2=NO D,R</td>
<td>2,D,R = SKIP TO L019,#2</td>
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<td>L019,#1</td>
<td>L19b :505/ 26 : 1</td>
<td>... a trust fund?</td>
<td>1=YES 2=NO D,R</td>
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<td>L019,#2</td>
<td>L19c :505/ 27 : 1</td>
<td>... stocks, bonds or mutual funds?</td>
<td>1=YES 2=NO D,R</td>
<td>2,D,R = SKIP TO L019,#3</td>
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<td>L019,#3</td>
<td>L19d :505/ 28 : 1</td>
<td>Were these stocks, bonds or mutual funds specifically set aside for (SAMPLE STUDENT'S NAME)'s education?</td>
<td>1=YES 2=NO D,R</td>
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<td>L020</td>
<td>L20a :505/ 31 : 1</td>
<td>Were these accounts or certificates set aside specifically for (SAMPLE STUDENT'S NAME)'s education?</td>
<td>1=YES 2=NO D,R</td>
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<td>L021</td>
<td>L21a :505/ 37 : 1</td>
<td>Were these accounts in your (or your spouse's) name, (SAMPLE STUDENT'S NAME)'s name, or both parent and student?</td>
<td>1=PARENT 2=STUDENT 3=JOINT/BOOTH PARENT AND STUDENT</td>
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<td>L023</td>
<td>L20b :505/ 32 : 1</td>
<td>Was this fund set aside specifically for (SAMPLE STUDENT'S NAME)'s education?</td>
<td>1=YES 2=NO D,R</td>
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<td>L024</td>
<td>L21b :505/ 38 : 1</td>
<td>Was the fund in your (or your spouse's) name, (SAMPLE STUDENT'S NAME)'s name, or both parent and student?</td>
<td>1=PARENT 2=STUDENT 3=JOINT/BOOTH PARENT AND STUDENT</td>
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<td>L026</td>
<td>L20c :505/ 33 : 1</td>
<td>Were these stocks, bonds or mutual funds specifically set aside for (SAMPLE STUDENT'S NAME)'s education?</td>
<td>1=YES 2=NO D,R</td>
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<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
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<td>L027</td>
<td>L21c :505/ 39 : 1</td>
<td>Were these accounts in your (or your spouse's) name, (SAMPLE STUDENT'S NAME)'s name, or both parent and student?</td>
<td>1=PARENT 2=STUDENT 3=JOINT/BOTH PARENT AND STUDENT</td>
<td>D,R</td>
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<td>L019,#4</td>
<td>L19d :505/ 28 : 1</td>
<td>... real estate investments other than your primary residence?</td>
<td>1=YES 2=NO</td>
<td>2.D,R = SKIP TO L019,#5</td>
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<td>L029</td>
<td>L20d :505/ 34 : 1</td>
<td>Were these investments specifically set aside for (SAMPLE STUDENT'S NAME)'s education?</td>
<td>1=YES 2=NO</td>
<td>D,R</td>
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<td>L030</td>
<td>L21d :505/ 40 : 1</td>
<td>Were these investments in your (or your spouse's) name, (SAMPLE STUDENT'S NAME), or both parent and student?</td>
<td>1=PARENT 2=STUDENT 3=JOINT/BOTH PARENT AND STUDENT</td>
<td>D,R</td>
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<td>L019,#5</td>
<td>L19e :505/ 29 : 1</td>
<td>... life insurance policies?</td>
<td>1=YES 2=NO</td>
<td>2.D,R = SKIP TO L019,#6</td>
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<td>L032</td>
<td>L20e :505/ 35 : 1</td>
<td>Were these policies specifically set aside for (SAMPLE STUDENT'S NAME)'s education?</td>
<td>1=YES 2=NO</td>
<td>D,R</td>
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<td>L033</td>
<td>L21e :505/ 41 : 1</td>
<td>Were these policies in your (or your spouse's) name, (SAMPLE STUDENT'S NAME)'s, or both parent and student?</td>
<td>1=PARENT 2=STUDENT 3=JOINT/BOTH PARENT AND STUDENT</td>
<td>D,R</td>
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<td>L019,#6</td>
<td>L19f :505/ 30 : 1</td>
<td>... some other source?</td>
<td>1=YES 2=NO</td>
<td>2.D,R = SKIP TO L037</td>
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<td>L034</td>
<td>L034 :506/ 8 :40</td>
<td>SPECIFY OTHER SOURCE:</td>
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<td>L035</td>
<td>L20f :505/36 :1</td>
<td>Was this other source: (L034 source) specifically set aside for (SAMPLE STUDENT'S NAME)'s education?</td>
<td>1=YES 2=NO D,R</td>
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<tr>
<td>L036</td>
<td>L21f :505/42 :1</td>
<td>Was the account in your (or your spouse's) name, (SAMPLE STUDENT'S NAME)'s name, or both parent and student?</td>
<td>1=PARENT 2=STUDENT 3=JOINT/both PARENT AND STUDENT D,R</td>
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<tr>
<td>L037</td>
<td>L037 :506/50 :1</td>
<td>Did you (or your spouse) use a tuition prepayment plan to pay for (SAMPLE STUDENT'S NAME)'s 1992-93 tuition?</td>
<td>1=YES 2=NO D,R</td>
<td>2.D,R = SKIP TO L039 P</td>
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<tr>
<td>L038</td>
<td>L038 :506/51 :2</td>
<td>Who was the sponsor of the tuition prepayment plan used? Was it ...</td>
<td>1=State sponsored 2=School sponsored 3=or a private plan? 91=OTHER (SPECIFY:) D,R</td>
<td>1,2,3,D,R=SKIP TO L039 P 91=CONTINUE</td>
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<tr>
<td>L38b</td>
<td>L38b :506/53:40</td>
<td>SPONSOR: RECORD VERBATIM RESPONSE</td>
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<td>P</td>
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<tr>
<td>L039</td>
<td>L039 :507/13 :1</td>
<td>Are you (or your spouse) currently participating in the U.S. Education Savings Bond Program (Series EE) for anyone in your family?</td>
<td>1=YES 2=NO D,R</td>
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<td>INSTRUCTION BOX L040</td>
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<td>IF: L019,#1 OR L019,#2 OR L019,#3 OR L019,#4 OR L019,#5 OR L019,#6 OR L037 = 1 ASK L041; OTHERWISE, SKIP TO L078</td>
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<tr>
<td>L041</td>
<td>L041 :507/14 : 1</td>
<td>What grade was (SAMPLE STUDENT'S NAME) in when you (or your spouse) first began to save for (his/her) postsecondary education?</td>
<td>1=BEFORE 1ST GRADE 2=1ST - 6TH GRADE 3=7TH - 9TH GRADE 4=10TH - 12TH GRADE 5=AFTER HIGH SCHOOL</td>
<td>D,R</td>
<td>P</td>
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<tr>
<td>LJ42</td>
<td>Grid control variable: LJ42 :507/21 : 1</td>
<td>In order to contribute or lend money for (SAMPLE STUDENT'S NAME)'s 1992-93 school year expenses, did you (or your spouse) ...</td>
<td>1=YES 2=NO</td>
<td>D,R</td>
<td>P</td>
<td>IF RESPONDENT DID NOT BORROW MONEY TO CONTRIBUTE OR LEND MONEY TO SAMPLE STUDENT (L42f ≠ 1), THEN SKIP TO QUESTION L078</td>
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<td>INSTRUCTION BOX L049</td>
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<td>LJ50,#1</td>
<td>L50a :507/22 : 1</td>
<td>Did you take out loans to pay for SAMPLE STUDENT NAME's 1992-93 school expense? If so, what types of loans. READ LIST IF NEEDED. a PLUS loan? (federal)</td>
<td>1=YES 2=NO</td>
<td>D,R</td>
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<td>L051</td>
<td>L051 :507/ 35 : 5</td>
<td>How much was the loan?</td>
<td>0-4000</td>
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<td>CANNOT BE &gt; $4,000</td>
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<td>LJ50,#2</td>
<td>L50b :507/ 23 : 1</td>
<td>a state-sponsored parent loan?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO LJ50,#3</td>
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<td>L053</td>
<td>L053 :507/ 40 : 5</td>
<td>How much was the loan?</td>
<td>0-20000</td>
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<td>CANNOT BE &gt; $20,000</td>
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<td>LJ50,#3</td>
<td>L50c :507/ 24 : 1</td>
<td>a school-sponsored parent loan?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO LJ50,#4</td>
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<td>L055</td>
<td>L055 :507/ 45 : 5</td>
<td>How much was the loan?</td>
<td>0-20000</td>
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<td>LJ50,#4</td>
<td>L50d :507/ 25 : 1</td>
<td>a signature loan?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO LJ50,#5</td>
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<td>L057</td>
<td>L057 :507/ 50 : 5</td>
<td>How much was the loan?</td>
<td>0-20000</td>
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<td>CANNOT BE &gt; $20,000</td>
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<td>LJ50,#5</td>
<td>L50e :507/ 26 : 1</td>
<td>a home equity loan?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO LJ50,#6</td>
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<td>L059</td>
<td>L059 :507/ 55 : 5</td>
<td>How much was the loan?</td>
<td>0-99990</td>
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<td>PROBE IF ≥ $50,000</td>
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<td>LJ50,#6</td>
<td>L50f :507/ 27 : 1</td>
<td>a line of credit?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO LJ50,#7</td>
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<td>L061</td>
<td>L061 :507/ 60 : 5</td>
<td>How much was the loan?</td>
<td>0-99990</td>
<td>D,R</td>
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<td>PROBE IF ≥ $50,000</td>
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<td>L50g :507/28:1</td>
<td>a loan against a life insurance policy?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO LJ50,#8</td>
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<td>PROBE IF ≥ $50,000</td>
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<td>L063</td>
<td>How much was the loan?</td>
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<td>L50h :507/29:1</td>
<td>a commercial loan?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO LJ50,#9</td>
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<td>L065</td>
<td>How much was the loan?</td>
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<td>L50i :507/30:1</td>
<td>A loan from a non-profit underwriter including TERI, Share, Excel, or Consen?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO LJ50,#10</td>
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<td>L067</td>
<td>How much was the loan?</td>
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<td>L50j :507/31:1</td>
<td>a Family Education Loan from Sallie Mae?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO LJ50,#11</td>
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<td>How much was the loan?</td>
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<td>L50k :507/32:1</td>
<td>a loan against a retirement fund?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO LJ50,#12</td>
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<td>L071</td>
<td>How much was the loan?</td>
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<td>PROBE IF ≥ $50,000</td>
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<td>LJ50,#12</td>
<td>L50l :507/ 33 : 1</td>
<td>a loan or loans from a former spouse, or any other relatives or friends?</td>
<td>1=YES 2=NO</td>
<td>D,R</td>
<td>2.D.R = SKIP TO LJ50,#13</td>
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<td>L073 :508/ 10 : 5</td>
<td>How much was the loan?</td>
<td>0-99990</td>
<td>D,R</td>
<td>2.D.R = $50,000</td>
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<td>LJ50,#13</td>
<td>L50m :507/ 34 : 1</td>
<td>any other type of loan not mentioned?</td>
<td>1=YES 2=NO</td>
<td>D,R</td>
<td>2.D.R = SKIP TO INSTRUCTION BOX L077</td>
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<td>L075</td>
<td>L075 :508/ 65 :40</td>
<td>What kind of loan was that?</td>
<td>RECORD VERBATIM RESPONSE</td>
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<tr>
<td>L076</td>
<td>L076 :508/ 15 : 5</td>
<td>How much was the loan?</td>
<td>0-99990</td>
<td>D,R</td>
<td>2.D.R = $50,000</td>
<td>P</td>
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<tr>
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<td>cumulative question count</td>
<td>IF PARENTS DID NOT OBTAIN LOANS (LJ50,#1-LJ50,#13=2) THEN REVIEW QUESTIONS L42f AND, IF APPLICABLE, LJS0,#1-LJS0,#13 WITH RESPONDENT</td>
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<td>L078</td>
<td>L078 :509/ 33 : 1</td>
<td>Has (SAMPLE STUDENT’S NAME) taken out any loans to pay for (his/her) postsecondary education?</td>
<td>1=YES 2=NO</td>
<td>D,R</td>
<td>2.D.R = SKIP TO INSTRUCTION BOX L080</td>
<td>P</td>
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<tr>
<td>L079</td>
<td>L079 :509/ 34 : 1</td>
<td>To what extent have you or will you (and your spouse) help repay the borrowed money that (SAMPLE STUDENT’S NAME) has borrowed for (his/her) education?</td>
<td>1=all of it 2=some of it, or 3=none of it</td>
<td>D,R</td>
<td>P</td>
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### PARENT QUESTIONNAIRE TABLE
Revised April 14, 1994
Based on NPSAS - Final CATI

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<tr>
<td>L081</td>
<td>L081 :509/ 35 : 1</td>
<td>To what extent has or will (SAMPLE STUDENT'S NAME) help repay the money that you (and your spouse) have borrowed for (his/her) education?</td>
<td>1=all of it 2=some of it 3=none of it?</td>
<td>IF RESPONDENT DID NOT BORROW MONEY FOR SAMPLE STUDENT'S EDUCATION (L42f*1) THEN SKIP TO SECTION M</td>
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L-12
### SECTION M: DEPENDENTS

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</table>
| M001            | M001:509/36:1                          | The next few questions ask about your (and your spouse's) dependents. A dependent is someone who received more than half of his or her support from you. Was (SAMPLE STUDENT'S NAME) your (and your spouse's) dependent between July 1, 1992 and June 30, 1993? | 1=YES  
2=NO  
D,R | P | | |
| M002            | M002:509/37:2                          | How many dependents [other than (SAMPLE STUDENT'S NAME)] did you (and your spouse) support between July 1, 1992 and June 30, 1993?  
Please include in your answer yourself, (your spouse), and all children [except (SAMPLE STUDENT'S NAME)] who received more than half of their support from you during this time.  
Please include your (and your spouses) parents if they received more than half of your support from you.  
EXAMPLES OF PARENTS WHO MIGHT NOT SUPPORT THEMSELVES, E.G., DISABLED, INVALID, INSTITUTIONALIZED, OR SUPPORTED BY STUDENT, STUDENT'S SIBLINGS, OR OTHER RELATIVES. | 0-20 Dependents  
D,R | P | | |

**NOTES ON TEXT SUBSTITUTIONS**
1. IF M001=1, THEN M002 SHOULD BE READ IN ITS ENTIRETY  
2. IF M001=2,D,R, THEN M002 WILL NOT INCLUDE THE PORTION OF THE QUESTION IN BRACKETS
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<th>Range/Consistency Check</th>
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<tr>
<td>M004</td>
<td>M004 :509/ 41 : 2</td>
<td>How many of your dependents, [including (SAMPLE STUDENT'S NAME)], were in college or other postsecondary school at least half-time during the 1992-93 school year? Please include yourself (and your spouse) if applicable.</td>
<td>0 - No dependents in postsecondary school 1-20 Dependents in postsecondary school</td>
<td>0,D,R=SKIP TO M007</td>
<td>P</td>
<td>RESPONSE MAY=0. SINCE SAMPLE STUDENT MAY NOT HAVE ATTENDED HALF-TIME.</td>
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<td>M006</td>
<td>M006 :509/ 49 : 5</td>
<td>[Including the $\text{SUM OF L004 + L007}$ you contributed or loaned to help meet (SAMPLE STUDENT'S NAME)'s expenses for the 1992 - '93 school year.] what was the total amount that you (and your spouse) paid for 1992-93 postsecondary education expenses for all dependents, including yourself (and your spouse) if applicable. This includes tuition and fees, room and board, rent, transportation, and any other education related expenses.</td>
<td>0-99990 Dollars</td>
<td>D,R</td>
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<td>M6CK</td>
<td>M6CK :509/ 54 : 1</td>
<td>INTERVIEWER: THE TOTAL AMOUNT CONTRIBUTED ([M006]) SHOULD INCLUDE THE PREVIOUS AMOUNTS CONTRIBUTED ([Rbx2]) TO SAMPLE STUDENTS NAME. PLEASE CORRECT THE ANSWER TO QUESTION M006.</td>
<td>1=CONTINUE</td>
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<tr>
<td>M007</td>
<td>M007 :509/ 55 : 2</td>
<td>How many of your (and your spouse's) children, including (SAMPLE STUDENT'S NAME), have ever attended a postsecondary school?</td>
<td>1-20</td>
<td>D,R</td>
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<td>CATI variable name, location and width</td>
<td>Question Wording</td>
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# SECTION N: EMPLOYMENT AND FINANCIAL CONDITION

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<th>Range/Consistency</th>
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<tr>
<td>N001-Re NY01-Sp</td>
<td>Respondent: N001 :509/ 73 : 1 Spouse: NY01 :513/ 49 : 1</td>
<td>The next few questions are about your (and your spouse's) employment.</td>
<td>PRESS &lt;1&gt; TO CONTINUE</td>
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<tr>
<td>N01A-Re NY1A-Sp</td>
<td>Respondent: N01A :509/ 74 : 1 Spouse: NY1A :513/ 50 : 1</td>
<td>(Are you/is your spouse) retired?</td>
<td>1=YES 2=NO 3=NEVER WORKED</td>
<td>3 = SKIP TO N045/NY45</td>
<td>P</td>
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<tr>
<td>N01X</td>
<td>Respondent: N01X :509/ 75 : 1 Spouse: NY1X :513/ 51 : 1</td>
<td>Previously you indicated that you worked in order to contribute or lend money for SAMPLE STUDENT NAME's 1992-93 school year expenses. Is that correct?</td>
<td>1=YES 2=NO</td>
<td>D,R</td>
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<td>N02A NY2A</td>
<td>Intro screens: Respondent: N02A :513/ 19 : 1 Spouse: NY2A :516/ 75 : 1</td>
<td>Please give me your (most recent/current) occupation and the type of industry. INTERVIEWER: PLEASE ENTER THE OCCUPATION, INDUSTRY AND SELECT THE APPROPRIATE CODES IN THE USEREXIT.</td>
<td>1=ADD JOB INFO</td>
<td>D,R</td>
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<tr>
<td>Spouse: NY2s:513/70:1</td>
<td>userexit status code</td>
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<td>N004-Re NY04-Sp</td>
<td>Respondent: N004:513/20:1 Spouse: NY04:516/76:1</td>
<td>(Were you/Was your spouse) employed at any time during the calendar year 1992?</td>
<td>1=YES 2=NO</td>
<td>2,D,R = SKIP TO N043/NY43</td>
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<tr>
<td>N005-Re NY05-Sp</td>
<td>Respondent: N005:513/21:2 Spouse: NY05:516/77:2</td>
<td>During 1992, how many weeks (were you/was your spouse) not employed?</td>
<td>EXCLUDE THE WEEKS FOR SUMMER VACATION, LEAVES OF ABSENCE, AND, IF RESPONDENT RETIRED DURING 1991, ANY WEEKS THE RESPONDENT WAS RETIRED. INCLUDE ANY WEEKS WHEN SOMEONE MAY HAVE BEEN FURLoughed.</td>
<td>0-52 WEEKS</td>
<td>D,R</td>
<td>P</td>
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<td>N043-Re NY43-Sp</td>
<td>Respondent: N043 :513/ 23 : 1 Spouse: NY43 :516/ 79 : 1</td>
<td>(Were you/was your spouse) certified as a dislocated worker at any time between January 1, 1992 and April 1993? NOTE TO INTERVIEWER: A DISLOCA TED WORKER IS A PERSON WHO HAS BEEN FIRED OR LAID OFF FROM WORK, OR WHO WAS SELF-EMPLOYED (SUCH AS A FARMER) BUT IS NOW UNEMPLOYED BECAUSE OF POOR ECONOMIC CONDITIONS IN THE COMMUNITY OR BECAUSE OF A NATURAL DISASTER. RESPONDENT WOULD HAVE HAD TO TAKE AN ACTIVE ROLE IN GETTING &quot;CERTIFIED&quot;. IF NOT GONE THROUGH CERTIFICATION PROCESS, ANSWER &quot;NO&quot;.</td>
<td>1=YES 2=NO</td>
<td>D.R</td>
<td>SI</td>
<td>ZN2=P CADE INDICATES INFORMATION EXISTS IN CADE</td>
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<td>N044-Re NY44-Sp</td>
<td>Respondent: N044 :513/ 24 : 1 Spouse: NY44 :516/ 80 : 1</td>
<td>(Have you/has your spouse) been steadily employed full-time, excluding vacations, leaves of absences, and any periods of retirement, for the last 5 years?</td>
<td>1=YES 2=NO</td>
<td>D.R</td>
<td>SI</td>
<td>ZN4=P CADE INDICATES INFORMATION EXISTS IN CADE</td>
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<td>N045-Re NY45-Sp</td>
<td>Respondent: N045 :513/ 25 : 1 Spouse: NY45 :517/ 1 : 1</td>
<td>For the last 5 years, have you (has your spouse) worked primarily at home providing unpaid services for family members rather than working full-time for pay outside the home?</td>
<td>1=YES 2=NO</td>
<td>D.R</td>
<td>SI</td>
<td>ZN4=P CADE INDICATES INFORMATION EXISTS IN CADE</td>
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<td>N046-Re</td>
<td>Respondent: N046:513/26:1 Spouse: NY46:517/2:1</td>
<td>For the past 5 years, (were you/was your spouse) dependent on public assistance or on the income of another family member, but are no longer receiving that income?</td>
<td>1=YES 2=NO D.R</td>
<td>PRELOAD SKIPS IF ZN4 = P, THEN COPY THE VALUE OF &quot;P&quot; TO CATI RECORD FOR BOTH N046/NY46, AND DO NOT DISPLAY EITHER QUESTION IN CATI. --------------</td>
<td>P</td>
<td>ZN4=P CADE INDICATES INFORMATION EXISTS IN CADE</td>
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<td>NY46-Sp</td>
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<td>CATI SKIPS 2,D,R=SKIP TO BOX N006 IF N046=1 AND N01A/NY1A=3, THEN SKIP TO BOX N006; IF N046=1 AND N01A/NY1A = 3, THEN CONTINUE</td>
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<td>N048-Re</td>
<td>Respondent: N048:513/47:1 Spouse: NY48:517/3:1</td>
<td>(Are you/is your spouse) (unemployed or) underemployed?</td>
<td>1=YES 2=NO D.R</td>
<td>IF ZN4 = P, THEN COPY THE VALUE OF &quot;P&quot; TO CATI RECORD FOR BOTH N048/NY48, AND DO NOT DISPLAY EITHER QUESTION IN CATI. --------------</td>
<td>P</td>
<td>ZN4=P CADE INDICATES INFORMATION EXISTS IN CADE</td>
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<td>NY48-Sp</td>
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<td>NOTES ON TEXT SUBSTITUTIONS EXCLUDE 'UNEMPLOYED' PORTION OF QUESTION IF N01A/NY1A = 2 2,D,R (from CATI)=SKIP TO BOX N006</td>
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<td>N049-Re</td>
<td>Respondent: N049:513/48:1 Spouse: NY49:517/4:1</td>
<td>(Are you/is your spouse) experiencing difficulty (in obtaining or) upgrading your employment?</td>
<td>1=YES 2=NO D.R</td>
<td>IF ZN4 = P, THEN COPY THE VALUE OF &quot;P&quot; TO CATI RECORD FOR BOTH N049/NY49, AND DO NOT DISPLAY EITHER QUESTION IN CATI. -------------- ALL RESPONSES (CADE OR CATI) CONTINUES</td>
<td>P</td>
<td>ZN4=P CADE INDICATES INFORMATION EXISTS IN CADE</td>
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<td>INSTRUCTION BOX N006</td>
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<tr>
<td>N032</td>
<td>N032 :517/ 5 : 1</td>
<td>Now I have some questions about your 1991 federal income taxes, which were filed last year by April, 1992. If you have your tax form available, we will be able to complete these questions more quickly. I would like your answers to be within a couple of thousand dollars, if possible. When your (and your spouse's) federal income tax was filed for 1991, which form was filed...</td>
<td>1 = 1040EZ OR 1040A 2 = 1040? 5 = NO FORM WAS FILED FOR 1991 D,R</td>
<td>IF RESPONDENT IS MARRIED (L001 = 2) RETURN TO QUESTION NY1A AND ASK QUESTIONS FOR SPOUSE. IF SPOUSE QUESTIONS ARE COMPLETE, SKIP TO N032 IF RESPONDENT IS NOT MARRIED (L001 = 2) CONTINUE WITH N032.</td>
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<td>NX32</td>
<td>NX32 :517/ 6 : 1</td>
<td>Will you be taking your answers directly from that tax form, or will you be giving an estimate?</td>
<td>1=DIRECT 2=ESTIMATE</td>
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<td>N033</td>
<td>N033 :517/ 7 : 2</td>
<td>What were your (and your spouse's) total number of exemptions in 1991?</td>
<td>0-90 Exemptions D,R</td>
<td>IF ZN16 &gt; 0, THEN COPY THE VALUE OF ZN16 TO THE CATI RECORD, AND DO NOT DISPLAY N033 IN CATI. SI ZN16=NUMBER OF TAX EXEMPTIONS IN 1991 FROM CADE ASK THIS OF A RANDOM SAMPLE OF RESPONDENTS</td>
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| N5X2            | N5X2 :517/ 9 : 6                     | On your 1991 federal tax return, what were your (and your spouse's) total income tax liability?  
TAX LIABILITY IS THE TOTAL INCOME TAX OWED. THIS INCLUDES NOT ONLY THE FEDERAL TAXES PAID AT THE END OF THE YEAR (IF ANY), BUT ALSO ANY FEDERAL TAXES PAID DURING THE YEAR (E.G., FEDERAL TAXES TAKEN OUT OF PAYCHECKS. | 0  
1-999990 Dollars | IF ZN18 > 0, THEN COPY THE VALUE OF ZN18 TO THE CATI RECORD, AND DO NOT DISPLAY NX02 IN CATI.  
------------------  
IF 0 OR ZN18 >0, SKIP TO BOX NX40 | SI | ZN18=  
THE AMOUNT OF INCOME TAX PAID IN 1991 FROM CADE |
| N503            | N503 :517/ 15 : 1                    | Would you estimate your (and your spouse's) Federal 1991 total income tax liability was... | 1 = ...less than $5,000  
2 = ...at least $5,000 but less than $10,000  
4 = ...at least $10,000 but less than $15,000  
5 = ...at least $15,000 but less than $20,000  
6 = ...at least $20,000 but less than $50,000  
7 = ...or, $50,000 or more | D.R=CONTINUE | P | |
| N600            | N600 :517/ 16 : 1                    | INTERVIEWER: IS RESPONDENT THE STUDENT'S MOTHER OR FATHER? | 1=MOTHER  
2=FATHER | D.R | | |
### INSTRUCTION BOX NX40

**Question Wording:**

The next questions concern your family's income and expenses. These questions are very important and your answers will help us determine how families pay for postsecondary education. Again, all information will be kept strictly confidential.

**Response Categories:**

- Press `<1>` to continue

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**Timestamp Before 1992 questions:**

- **TV83:** 332/43:8
- **CV83:** 332/51:5

**cumulative time**

**cumulative question count**

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**N007-91**

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<tr>
<td>Nb07-91</td>
<td>Nb07 :517/ 18 : 7 (1991) Nb07 :520/ 74 : 7 (1992)</td>
<td>What was your (and your spouse's) (1991/1992) total income from all sources, prior to taxes and deductions? Please include money you received from all sources, not just jobs. Those other sources might also include Social Security, AFDC, child support received, welfare, food stamps, interest earned, dividends, and capital gains. AFDC means Aid to Families with Dependent Children -- an income maintenance program for families living below the poverty line.</td>
<td>0 Nothing 1-999990 Dollars D,R</td>
<td>IF ZN20 &gt; 0, THEN COPY THE VALUE OF ZN20 TO THE CATI RECORD, AND DO NOT DISPLAY Nb07 (1991) IN CATI. 1991 IF ZN20 &gt; 0, THEN SKIP TO N034 IF &gt; 0, SKIP TO N034 0=SKIP TO N107 1992 IF &gt; 0, SKIP TO N134 0=SKIP TO N107</td>
<td>SI: 91 ZN20= ADJUSTED GROSS INCOME (AGI) FOR 1991 FROM CADE IF N044=1 OR NY44=1, THEN Nb07 OR Nb07 CANNOT=0 IF N044=1 OR NY04=1, THEN Ns07 CANNOT=0</td>
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<td>NXX7-91</td>
<td>NXX7 :517/ 25 : 1 (1991) NXX7 :521/ 1 : 1 (1992)</td>
<td>Would you estimate your (and your spouse's) total (1991/1992) income from all sources was...</td>
<td>1 = ...$30,000 or more 2 = ...or, less than $30,000 D,R</td>
<td>D,R=SKIP TO N034/N134 1=SKIP TO N008/N108</td>
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<td>NXX8-91</td>
<td>NXX8 :517/ 26 : 1 (1991) NXX8 :521/ 2 : 1 (1992)</td>
<td>Would you say...</td>
<td>1 = ...less than $10,000 2 = ...at least $10,000 but less than $20,000 3 = ...at least $20,000 but less than $30,000 D,R</td>
<td>SKIP TO N034/N134</td>
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<td>N008-91</td>
<td>N008 :517/ 27 : 1 (1991) N108 :521/ 3 : 1 (1992)</td>
<td>Would you say...</td>
<td>1 = ...at least $30,000 but less than $50,000 2 = ...at least $50,000 but less than $75,000 3 = ...at least $75,000 but less than $100,000 4 = ...at least $100,000 but less than $150,000 5 = ...or, $150,000 or more? D,R</td>
<td>IF N01A/NY1A=3, SKIP TO INSTRUCTION BOX NX36 IF N004=2, SKIP TO INSTRUCTION BOX NX35</td>
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<td>N108-92</td>
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INSTRUCTION BOX N34A
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<tr>
<td>N034-91</td>
<td>N034 :517/28 : 7 (1991)</td>
<td>What is your estimate of your total income from all jobs in (1991/1992)?</td>
<td>0 None</td>
<td>IF $\geq$ 0, SKIP TO BOX NX36</td>
<td>P</td>
<td>N034 CANNOT BE $\leq$ N007/NXX7/ NXX8/N008</td>
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<td>Please include income from wages, salaries, and tips you earned from work in (1991/1992), but do not include any untaxed income or income from interest, dividends, or capital gains. UNTAXED INCOME INCLUDES AFDC, WELFARE, CHILD SUPPORT RECEIVED, FOOD STAMPS, SOCIAL SECURITY</td>
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<td>IF N004=1, THEN N034 CANNOT=0</td>
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<td>IF N044=1, THEN N034 OR N134 CANNOT=0</td>
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<td>ND34-91</td>
<td>ND34 :518/ 10 : 1 (1991)</td>
<td>INTERVIEWER: THERE IS AN INCONSISTENCY TOTAL INCOME FROM ALL JOBS IS GREATER THAN TOTAL INCOME FROM ALL SOURCES! ALL JOBS: [N034] ALL SOURCES: [N34f]</td>
<td>PRESS &lt;1&gt; TO RETURN TO ALL JOBS QUESTION (N034/N134)</td>
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<td>NG34-92</td>
<td>NG34 :521/ 12 : 1 (1992)</td>
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<td>NX34-91</td>
<td>NX34 :518/ 11 : 1 (1991)</td>
<td>Would you estimate your (1991/1992) total income from all jobs was...</td>
<td>1 = ...$30,000 or more 2 = ...or, less than $30,000</td>
<td>D.R = SKIP TO BOX NX36</td>
<td>P</td>
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<tr>
<td>NX35-91</td>
<td>NX35 :518/ 12 : 1 (1991)</td>
<td>Would you say... 1 = ...less than $10,000 2 = ...at least $10,000 but less than $20,000 3 = ...at least $20,000 but less than $30,000</td>
<td>SKIP TO BOX NX36</td>
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<td>N035-91</td>
<td>N035 :518/ 13 : 1 (1991) N135 :521/ 15 : 1 (1992)</td>
<td>Would you say...</td>
<td>1 = ...at least $30,000 but less than $50,000 2 = ...at least $50,000 but less than $75,000 3 = ...at least $75,000 but less than $100,000 4 = ...at least $100,000 but less than $150,000 5 = ...or, $150,000 or more?</td>
<td>D,R</td>
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<td>N036-91</td>
<td>N036 :518/ 14 : 7 (1991) N136 :521/ 16 : 7 (1992)</td>
<td>What is your estimate of your spouse's total income from all jobs in (1991/1992)? Please include income from wages, salaries, and tips your spouse earned from work in (1991/1992), but do not include any untaxed income or income from interest, dividends, or capital gains. UNTAXED INCOME INCLUDES AFDC, WELFARE, CHILD SUPPORT RECEIVED, FOOD STAMPS, SOCIAL SECURITY</td>
<td>0 None 1-9999990 Dollars</td>
<td>DO NOT ASK N136 IF NY04=2 IF &gt; 0, SKIP TO N039/NY39</td>
<td>P</td>
<td>N036 CANNOT BE GREATER THAN N007/NXX7/NXX8/N008; IF NY04=1, THEN N036/N136 CANNOT=0</td>
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<td>N037-91</td>
<td>N037 :518/ 77 : 1 (1991) N137 :521/ 25 : 1 (1992)</td>
<td>Would you estimate your spouse's income from all jobs in (1991/1992) was...</td>
<td>1 = ...$30,000 or more 2 = ...or, $30,000 or less</td>
<td>D,R</td>
<td>P</td>
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N-10
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<td>NX37-91 NY37-92</td>
<td>NX37:518/78:1 (1991) NY37:521/26:1 (1992)</td>
<td>Would you say...</td>
<td>1 = ...less than $10,000 2 = ...at least $10,000 but less than $20,000 3 = ...at least $20,000 but less than $30,000?</td>
<td>SKIP TO N039/NY39</td>
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<tr>
<td>NX38-91 NY38-92</td>
<td>NX38:518/79:1 (1991) NY38:521/27:1 (1992)</td>
<td>Would you say...</td>
<td>1 = ...at least $30,000 but less than $50,000 2 = ...at least $50,000 but less than $75,000 3 = ...at least $75,000 but less than $100,000 4 = ...at least $100,000 but less than $150,000 5 = ...or, $150,000 or more?</td>
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<td>P</td>
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<tr>
<td>NX40-91 NY40-92</td>
<td>NX40:519/7:1 (1991) NY40:521/35:1 (1992)</td>
<td>Would you estimate your (and your spouse's) other taxable income in (1991/1992) was...</td>
<td>1 = ...less than $500 2 = ...at least $500 but less than $1,000 3 = ...at least $1,000 but less than $2,000 4 = ...or, $2,000 or more?</td>
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<td>P</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
<td>So</td>
<td>Range/Consistency</td>
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<tr>
<td>NX44-91, NZ44-92</td>
<td>NX44 :519/ 18 : 1 (1991) or NX44 :521/ 41 : 1 (1992)</td>
<td>Did you (and your spouse) receive any (other) untaxed income or benefits in (1991/1992), such as...</td>
<td>1 = YES 2 = NO</td>
<td>IF ZN28 &gt; 0, THEN DO NOT DISPLAY QUESTION NX44 IN CATI</td>
<td>S1: 91</td>
<td>ZN28= AMOUNT OF SOCIAL SECURITY BENEFITS RECEIVED IN 1991 ONLY.</td>
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<td></td>
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<td>... Social Security?</td>
<td>D,R</td>
<td>IF NO CADE DATA, ASK NX44, AND THEN CONTINUE.</td>
<td>P: 92</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Notes on text substitutions</td>
<td>IF NX41=1, THEN INCLUDE &quot;OTHER&quot; IN THE QUESTION WORDING.</td>
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<td>AFDC MEANS AID TO FAMILIES WITH DEPENDENT CHILDREN -- AN INCOME MAINTENANCE PROGRAM FOR FAMILIES LIVING BELOW THE POVERTY LINE.</td>
<td>D,R</td>
<td>IF NO CADE DATA, ASK NX45, AND CONTINUE.</td>
<td>P: 92</td>
<td></td>
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<td></td>
<td></td>
<td>THIS IS CHILD SUPPORT RECEIVED, NOT CHILD SUPPORT PAID</td>
<td>D,R</td>
<td>IF NO CADE DATA, ASK NX46, AND CONTINUE.</td>
<td>P: 92</td>
<td></td>
</tr>
<tr>
<td>NX47-91, NZ47-92</td>
<td>NX47 :519/ 21 : 1 (1991) or NX47 :521/ 44 : 1 (1992)</td>
<td>.... or other untaxed income, not including food stamps?</td>
<td>1=YES 2=NO</td>
<td>IF ZN34 &gt; 0, THEN DO NOT DISPLAY QUESTION NX47 IN CATI.</td>
<td>S1: 91</td>
<td>ZN34= AMOUNT OF OTHER UNTAXED INCOME RECEIVED IN 1991 ONLY.</td>
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<td></td>
<td>D,R</td>
<td>IF NX41 AND NX44 - NX47 = 2, SKIP TO NR09, OR, RETURN TO N107 FOR 1992</td>
<td>P: 92</td>
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<td>IF NX41 OR NX44 - NX47 = 1, THEN CONTINUE.</td>
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<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
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<td>Skip Patterns</td>
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<tr>
<td>nx48-91 nx49-92</td>
<td>NX49 520/72 1 (1991) NX49 521/50 1 (1992)</td>
<td>Would you estimate the total untaxed income received in (1991/1992) was...</td>
<td>1 = ...less than $1,000 2 = ...at least $1,000 but less than $2,000 3 = ...at least $2,000 but less than $3,000 4 = ...at least $3,000 but less than $4,000 5 = ...at least $4,000 but less than $5,000 6 = ...or, $5,000 or more?</td>
<td>SKI TO NR09, OR, RETURN TO NR09 FOR 1992</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>NR09</td>
<td>NR09 521/58 5</td>
<td>What were your household's average monthly living expenses during 1992? That is, approximately what do you spend each month for such items as rent or mortgage, utilities, food, dependent care, clothing, personal expenses, transportation, repayment of loans, and any other living expenses?</td>
<td>1-99990 Dollars</td>
<td>IF &gt; 0, SKIP TO BOX N400</td>
<td>P</td>
<td>NR09 AMOUNT SHOULD NOT BE GREATER THAN (N009/12)</td>
</tr>
<tr>
<td>N010</td>
<td>N010 521/63 1</td>
<td>Would you estimate your household's average monthly living expenses to be...</td>
<td>1 = ...less than $500 2 = ...at least $500 but less than $1,000 3 = ...at least $1,000 but less than $2,500 4 = ...at least $2,500 but less than $5,000 5 = ...at least $5,000 but less than $7,500 6 = ...at least $7,500 but less than $10,000 7 = ...or, $10,000 or more?</td>
<td></td>
<td>P</td>
<td></td>
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</tbody>
</table>

Notes on Text Substitutions:
Interviewer should only read those categories to which respondent answered "YES" in NX41, NX44, NX45, NX46, OR NX47 if ZN36 > 0, then do not display NX48 (1991) in CATI. If > 0 OR ZN36 > 0, skip to NR09, or return to N107 for 1992.
### INSTRUCTION BOX N400

**Question Number**: N011-92, NE11-Cur.

**CATI variable name, location and width**: Before NE11:
- TV85 :332/69 :8
- CV85 :332/77 :5

**Question Wording**: Next, I would like to ask you about your (and your spouse's) assets and debts.

- (As of May, 1992, what was...) (Currently, what is...)
- ... the total worth of your (and your spouse's) cash, savings, and checking accounts?

**Response Categories**: 0 NONE
- 1-999990 Dollars
- D,R

**Skip Patterns**: ITEMS N011/NE11 - NX21/NY21 SHOULD BE ASKED FOR BOTH THE PERIOD UP TO MAY, 1992 AND THE CURRENT TIME PERIOD (WHATEVER THAT IS AT THE TIME OF THE INTERVIEW).


THEN, CYCLE INTERVIEWER BACK THROUGH THE SAME ITEMS FOR THE CURRENT TIME PERIODS.

AFTER N011 - NX21 HAVE BEEN ASKED FOR BOTH TIME PERIODS, CONTINUE WITH NB21/N21B.

**Range/Consistency**: 
- **Timestamp**: TV85 :332/69 :8 cumulative time
- **CV85**: 332/77 :5 cumulative question count

**So Check**:
- **N011-92**: SI: 92
- **NE11-Cur.**: P: cur

**Describ**:
- **ZN38**: VALUE OF CASH, SAVINGS, AND CHECKING ACCOUNTS IN MAY 1992 FROM CADE.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
<th>Question Wording</th>
<th>Response Categories</th>
<th>Skip Patterns</th>
<th>So</th>
<th>Range/Consistency</th>
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</thead>
<tbody>
<tr>
<td>NX11-92 NY11-Cur.</td>
<td>NX11 :521/ 70 : 1 NY11 :522/ 53 : 1</td>
<td>(1) As of May, 1992, would you estimate your ( (\text{and your spouse's}) ) cash, savings, and checking accounts were worth... ( 1 = \ldots \text{less than } $10,000, ) ( 2 = \ldots \text{at least } $10,000 \text{ but less than } $20,000, ) ( 3 = \ldots \text{at least } $20,000 \text{ but less than } $30,000, ) ( 4 = \ldots \text{at least } $30,000 \text{ but less than } $40,000, ) ( 5 = \ldots \text{at least } $40,000 \text{ but less than } $50,000, ) ( 6 = \ldots \text{or, } $50,000 \text{ or more?} )</td>
<td>D,R</td>
<td>P</td>
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<tr>
<td>N012-92 NE12-Cur.</td>
<td>N012 :521/ 71 : 6 NE12 :522/ 54 : 6</td>
<td>(As of May, 1992, what was...) ( (\text{and your spouse's}) ) retirement and/or pension accounts? ( 0 = \text{NONE IF } 0, \text{SKIP TO NB13/ND13} ) ( 1-999990 \text{ Dollars} )</td>
<td>D,R</td>
<td>P</td>
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<tr>
<td>NX13-92 NY13-Cur</td>
<td>NX13 :521/ 77 : 1 NY13 :522/ 60 : 1</td>
<td>(1) As of May, 1992, would you estimate your ( (\text{and your spouse's}) ) retirement and/or pension accounts were worth... ( 1 = \ldots \text{less than } $50,000, ) ( 2 = \ldots \text{at least } $50,000 \text{ but less than } $100,000, ) ( 3 = \ldots \text{at least } $100,000 \text{ but less than } $250,000, ) ( 4 = \ldots \text{at least } $250,000 \text{ but less than } $500,000, ) ( 5 = \ldots \text{at least } $500,000 \text{ but less than } $1,000,000, ) ( 6 = \ldots \text{or, } $1,000,000 \text{ or more?} )</td>
<td>D,R</td>
<td>P</td>
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<tr>
<td>NB13-92 ND13-Cur.</td>
<td>NB13 :521/ 78 : 7 ND13 :522/ 61 : 7</td>
<td>(As of May, 1992, what was...) ( (\text{Current, what is...}) ) ( \text{... the total worth of your (and your spouse's) retirement and/or pension accounts?} ) IF RENTING OR IF NOT A HOMEOWNER, ENTER 0. ( 0 = \text{NONE-RENTING OR NOT A HOMEOWNER} ) ( 1-9999990 \text{ Dollars} )</td>
<td>D,R</td>
<td>P</td>
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NOTE: RETIREMENT PENSION ACCOUNTS MAY INCLUDE, FOR EXAMPLE, IRA'S, EMPLOYEE STOCK OPTION PLANS (ESOP), KEGHFS, 401K.
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<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>Range/Consistency Check</th>
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<tbody>
<tr>
<td>NX14-92 NY14-Cur</td>
<td>NX14 :522/5 :1 (as of May, 1992) NY14 :522/68 :1 (current)</td>
<td>(1) As of May, 1992, would you estimate your (and your spouse's) home was worth...</td>
<td>1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or $250,000 or more?</td>
<td>P</td>
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<td>(2) Would you estimate the current value of your (and your spouse's) home to be worth...</td>
<td>D,R</td>
<td></td>
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<tr>
<td>N014-92 NE14-Cur</td>
<td>N014 :522/6 :7 (as of May, 1992) NE14 :522/69 :7 (current)</td>
<td>(1) How much was still owed as of May, 1992?</td>
<td>0 = NONE 1-9999990 Dollars</td>
<td>IF ZN44 &gt; 0, THEN COPY THE VALUE OF ZN44 TO THE CATI RECORD, AND DO NOT DISPLAY N014 (1992) IN CATI. ---------- ---------- IF ZN44 = AMOUNT STILL OWED ON HOME IN MAY 1992 FROM CADE.</td>
<td>SI: 92 P: cur</td>
<td></td>
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<tr>
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<td></td>
<td>(2) How much is currently owed?</td>
<td>D,R</td>
<td></td>
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<tr>
<td>NP15-92 NS15-Cur</td>
<td>NP15 :522/13 :1 (as of May, 1992) NS15 :522/76 :1 (current)</td>
<td>Previously, you said that you had taken out a second mortgage on, or refinanced, real estate in order to help pay for SAMPLE STUDENT NAME's 1992-93 education. Was this refinancing done on real estate other than your primary residence?</td>
<td>1=YES 2=NO</td>
<td>ASK ONLY IF N014/NE14=0 AND L42a=1</td>
<td></td>
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<tr>
<td>NX15-92 NY15-Cur</td>
<td>NX15 :522/14 :1 (as of May, 1992) NY15 :522/77 :1 (current)</td>
<td>(1) Would you estimate the amount owed as of May, 1992 was...</td>
<td>1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or, $250,000 or more?</td>
<td>P</td>
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<tr>
<td>N015-92 NE15-Cur.</td>
<td>N015 :522/ 15 : 7 (as of May, 1992) NE15 :522/ 78 : 7 (current)</td>
<td>(As of May, 1992, what was...) (Currently, what is...) ...the total worth of your (and your spouse's) business, including farms? (IF NONE, ENTER 0)</td>
<td>0 NONE 1-9999990 Dollars D,R</td>
<td>IF ZN46 &gt; 0, THEN COPY THE VALUE OF ZN46 TO THE CATI RECORD, AND DO NOT DISPLAY N015 (1992) IN CATI. --------------------- IF &gt; 0 OR ZN46&gt;0, SKIP TO N016/NE16 VALUE OF BUSINESSES AND/OR FARMS IN MAY 1992 FROM CADE.</td>
<td>P: cur</td>
<td>SI: 92</td>
</tr>
<tr>
<td>NX16-92 NY16-Cur.</td>
<td>NX16 :522/ 22 : 1 (as of May, 1992) NY16 :523/ 5 : 1 (current)</td>
<td>(1) As of May, 1992, would you estimate your (and your spouse's) business and/or farm was worth... (2) Would you estimate the current value of your (and your spouse's) business/farm to be worth...</td>
<td>1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or, $250,000 or more D,R</td>
<td>IF ZN48 &gt; 0, THEN COPY THE VALUE OF ZN48 TO THE CATI RECORD AND DO NOT DISPLAY N016 (1992) IN CATI. AMOUNT STILL OWED ON BUSINESSES AND/OR FARMS IN MAY 1992 FROM CADE.</td>
<td>P</td>
<td>SI: 92</td>
</tr>
<tr>
<td>NX17-92 NY17-Cur.</td>
<td>NX17 :522/ 30 : 1 (as of May, 1992) NY17 :523/ 13 : 1 (current)</td>
<td>(1) Would you estimate the amount owed as of May, 1992 was... (2) Would you estimate the amount currently owed to be...</td>
<td>1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or, $250,000 or more?</td>
<td>IF ZN48 &gt; 0, THEN COPY THE VALUE OF ZN48 TO THE CATI RECORD AND DO NOT DISPLAY N016 (1992) IN CATI.</td>
<td>P</td>
<td>SI: 92</td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
<td>Skip Patterns</td>
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<tr>
<td>N019-92 NE19-Cur.</td>
<td>N019 :522/ 31 : 7 (as of May, 1992) NE19 :523/ 14 : 6 (current)</td>
<td>(As of May, 1992, what was...) (Currently, what is...) ...the total worth of your (and your spouse's) other real estate, and investments such as stocks and bonds? Please do not include your primary residence.</td>
<td>0 NONE 1-999990 Dollars D.R</td>
<td>IF ZN50 &gt; 0, THEN COPY THE VALUE OF ZN50 TO THE CATI RECORD AND DO NOT DISPLAY N019 (1992) IN CATI. ------------ N019 IF &gt; 0 OR ZN50&gt;0, SKIP TO N020. 0=SKIP TO NE11 NE19 IF &gt; 0, THEN SKIP TO NE20 0=SKIP TO NB21/N21B</td>
<td>SI: 92</td>
<td>P: cur</td>
</tr>
<tr>
<td>NX20-92 NY20-Cur.</td>
<td>NX20 :522/ 38 : 1 (as of May, 1992) NY20 :523/ 20 : 1 (current)</td>
<td>(1) As of May, 1992, would you estimate your (and your spouse's) other real estate and investments were worth... (2) Would you estimate the current value of your (and your spouse's) other real estate and investments to be worth...</td>
<td>1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or, $250,000 or more? D.R</td>
<td>IF ZN52 &gt; 0, THEN COPY THE VALUE OF ZN52 TO THE CATI RECORD AND DO NOT DISPLAY N020 (1992) IN CATI. ------------ N020 IF &gt; 0 OR ZNS2&gt;0, SKIP TO NE11. NE20 IF &gt; 0, THEN SKIP TO NB21/N21B</td>
<td>SI: 92</td>
<td>P: cur</td>
</tr>
<tr>
<td>NX21-92 NY21-Cur.</td>
<td>NX21 :522/ 46 : 1 (as of May, 1992) NY21 :523/ 27 : 1 (current)</td>
<td>(1) Would you estimate the amount owed as of May, 1992 was... (2) Would you estimate the amount currently owed to be...</td>
<td>1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or, $250,000 or more? D.R</td>
<td>NX21 SKIP TO NE11 NY21 SKIP TO NB21/N21B</td>
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<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
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<td>Timestamp</td>
<td>TV86 :333/ 2 : 8 CV86 :333/ 10 : 5</td>
<td>cumulative time</td>
<td>cumulative question count</td>
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<tr>
<td>NB21 N21B</td>
<td>NB21 :523/ 39 : 1 N21B :523/ 39 : 1</td>
<td>Now I want to talk about money you may have borrowed for the postsecondary education of any household member [excluding the $______ you borrowed for (SAMPLE STUDENT'S NAME)'s education] Have you (or your spouse) ever borrowed any money for either your, (your spouse's) or any of your [other] children's postsecondary education?</td>
<td>1=YES 2=NO D,R</td>
<td>2,D,R = SKIP TO INSTRUCTION BOX N026</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>N022</td>
<td>N022 :523/ 40 : 1</td>
<td>Was any of this money for... ... yourself (or your spouse)?</td>
<td>1=YES 2=NO D,R</td>
<td></td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>N023</td>
<td>N023 :523/ 41 : 1</td>
<td>Was any of this money for... ... your children other than (SAMPLE STUDENT'S NAME)?</td>
<td>1=YES 2=NO D,R</td>
<td></td>
<td>P</td>
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<tr>
<td>INSTRUCTION BOX N024</td>
<td></td>
<td></td>
<td></td>
<td>IF (L004 &gt; 0 OR L007 &gt; 0) AND (L42f = 1), ASK N025; OTHERWISE, SKIP TO N027</td>
<td></td>
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</tr>
<tr>
<td>N025</td>
<td>N025 :523/ 42 : 1</td>
<td>was any of this money... ... for (SAMPLE STUDENT'S NAME)?</td>
<td>1=YES 2=NO D,R</td>
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<td>Question Number</td>
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<tr>
<td>NA27 NB27</td>
<td>NA27 :523/ 43 : 5</td>
<td>(Including the $____ amount borrowed for (SAMPLE STUDENT’S NAME) in 1992 - 93), what is the total amount you have borrowed for postsecondary education for all members of your household?</td>
<td>0  NONE 1-99990 Dollars</td>
<td>IF (L004 &gt; 0 OR L007 &gt; 0) AND (N022 OR N023 OR N025 = 1), ASK N027; OTHERWISE, SKIP TO N053</td>
<td>0,D,R=SKIP TO N030</td>
<td>P</td>
</tr>
<tr>
<td>N028</td>
<td>N028 :523/ 49 : 5</td>
<td>Of the amount $[NB27], how much do you currently owe?</td>
<td>0  NONE 1-99990 Dollars</td>
<td>D.R</td>
<td></td>
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<tr>
<td>INSTRUCTION BOX N029</td>
<td></td>
<td>IF THE AMOUNT OWED FOR POSTSECONDARY EDUCATION IS GREATER THAN THE TOTAL AMOUNT BORROWED, THE INTERVIEWER WILL VERIFY BY REPEATING NB21/N21B-N028 WITH THE RESPONDENT.</td>
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<td>Question Number</td>
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<td>Question Wording</td>
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<td>So Check</td>
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<td>N030</td>
<td>N030 :523/ 55 : 5</td>
<td>Currently, how much do you (and your spouse) owe on all other debt? This includes consumer loans, credit card debt, and car loans. Please do not include any previously mentioned debts. OTHER DEBTS - ANYTHING ELSE BEIDES WHAT THE RESPONDENT HAS JUST PROVIDED. I.E., DEBT ON HOME, FARM/BUSINESS, OTHER INVESTMENTS.</td>
<td>0 NONE 1-99990 Dollars</td>
<td>IF ≥ 0, SKIP TO N053</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>N053</td>
<td>N053 :523/ 61 : 1</td>
<td>I need to know if you (or your spouse) claimed (SAMPLE STUDENT's NAME) as an income tax exemption in the year... ...1989? ...1990? ...1991?</td>
<td>1=YES 2=NO</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N054</td>
<td>N054 :523/ 62 : 1</td>
<td>...1990?</td>
<td>1=YES 2=NO</td>
<td>P</td>
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<td></td>
</tr>
</tbody>
</table>

**INSTRUCTION** IF N032=5, THEN SKIP TO N55A

<p>| N055 | N055 :523/ 63 : 1                   | ...1991? | 1=YES 2=NO | P        |
| N55A | N55A :523/ 64 : 1                   | ...1992? | 1=YES 2=NO | P        |</p>
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
<th>Question Wording</th>
<th>Response Categories</th>
<th>Skip Patterns</th>
<th>So</th>
<th>Range/Consistency</th>
</tr>
</thead>
</table>
| N56x            | N56x :523/65 :1 N55x :523/66 :2 ST1 :523/66 :2 (state) | What is your state of legal residence?  
INTerviewer: In the USEREXIT, please enter the state Abbreviation and verify by selecting the state from the list. If Canada, enter CN and then enter and verify the Canadian Province. | 1=SPECIFY STATE ABBREVIATION IN THE USEREXIT | IF ZN54 HAS A STATE ABBREVIATION, DO NOT DISPLAY N056 IN CATI. | SI | ZN54=STATE OF LEGAL RESIDENCE FROM CADE |
| Timestamp       | TV87 :333/15 :8 CV87 :333/23 :5 | cumulative time  
cumulative question count | | | | |
### SECTION P: DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
<th>Question Wording</th>
<th>Response Categories</th>
<th>Skip Patterns</th>
<th>So</th>
<th>Range/Consistency</th>
<th>Check</th>
</tr>
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<tbody>
<tr>
<td>INSTRUCTION BOX P01A</td>
<td></td>
<td></td>
<td></td>
<td>ALL RESPONDENTS SHOULD START SECTION P BY SKIPPING TO P002</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P001</td>
<td>P001 :524/ 21 : 1</td>
<td>Are you ...?</td>
<td>1=White 2=Black 3=American Indian or Alaskan Native, or 4=Asian or Pacific Islander 7=OTHER (SPECIFY)</td>
<td>1,2,3,D,R=SKIP TO BOX P007 4=SKIP TO P004 7=CONTINUE TO P1sp</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1sp</td>
<td>P1sp :524/ 22 :30</td>
<td>SPECIFY:</td>
<td>30 CHARACTERS</td>
<td>ALL RESPONSES SKIP TO BOX P007</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P002</td>
<td>P002 :523/ 68 : 1</td>
<td>The next series of questions is about your background and education. Are you of Hispanic origin?</td>
<td>1=YES 2=NO</td>
<td>1=SKIP TO P003 2,D,R=SKIP TO P001</td>
<td>P</td>
<td></td>
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<tr>
<td>P003</td>
<td>P003 :523/ 69 : 2</td>
<td>Are you ... 1=Mexican, Mexican-American, Chicano 2=Cuban 3=Puerto Rican, or 91=of other Hispanic descent (SPECIFY:)</td>
<td>1,2,3,D,R=SKIP TO P001 91=CONTINUE TO P3sp</td>
<td></td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3sp</td>
<td>P3sp :523/ 71 : 30</td>
<td>SPECIFY OTHER</td>
<td>30 CHARACTERS</td>
<td>SKIP TO P001</td>
<td>P</td>
<td></td>
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</tr>
<tr>
<td>P004</td>
<td>P004 :524/ 52 : 2</td>
<td>Are you ... 1=Chinese 2=Filipino 3=Hawaiian 4=Japanese 5=Korean 6=Vietnamese 7=Asian Indian 8=Samoan 9=Guamanian, or 91=other Asian or Pacific Islander</td>
<td>91=CONTINUE TO P4sp</td>
<td>91=CONTINUE TO P4sp ALL OTHER ANSWERS SKIP TO BOX P007</td>
<td>P</td>
<td></td>
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<tr>
<td>P4sp</td>
<td>P4sp :524/ 54 :30</td>
<td>SPECIFY OTHER</td>
<td>30 CHARACTERS</td>
<td>CONTINUE TO BOX P007</td>
<td>P</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
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<td>So</td>
<td>Range/Consistency</td>
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<tr>
<td>INSTRUCTION BOX P007</td>
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<td></td>
<td>ASK P005-PJ06 FOR THE RESPONDENT IF RESPONDENT IS MARRIED (L001=2) THEN ASK PX05-PK06, FOR THE RESPONDENT'S SPOUSE; IF RESPONDENT IS NOT MARRIED (L001 = 1,3,D,R) THEN CONTINUE TO Q001, AFTER ASKING P005-PJ06 FOR THE RESPONDENT ONLY.</td>
<td></td>
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<tr>
<td>P005-Re PX05-Sp</td>
<td>P005 :525/ 4 : 2 (respondent) PX05 :525/ 10 : 2 (spouse)</td>
<td>In what year (were you/was your spouse) born? 00-75 19___ D,R</td>
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<td>P</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
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<tr>
<td>P006-Re PX06-Sp</td>
<td>P006 :525/ 6 : 2 (respondent) PX06 :525/ 12 : 2 (spouse)</td>
<td>What is the highest level of education (you have/your spouse has) completed?</td>
<td>1=LESS THAN HIGH SCHOOL 2=GED 3=HIGH SCHOOL GRADUATION VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL: 4=LESS THAN 1 YEAR 5=1 YEAR BUT LESS THAN 2 YEARS 6=2 YEARS OR MORE COLLEGE OR UNIVERSITY: 7=LESS THAN 2 YEARS OF COLLEGE 8=ASSOCIATES DEGREE 9=2 OR MORE YEARS OF COLLEGE 10=BACHELOR’S DEGREE (4-5 YEAR DEGREE) 11=MASTER’S DEGREE OR EQUIVALENT 12=FIRST PROFESSIONAL DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY) 13=OTHER ADVANCED PROFESSIONAL DEGREE 14=DOCTORATE (Ph.D, Ed.D) D,R</td>
<td>IF ASKING ABOUT RESPONDENT: 9 = CONTINUE TO P006; 1-8,10-14,D OR R = SKIP TO PX05 IF RESPONDENT IS MARRIED (L001 = 2 OR 3); OR, SKIP TO Q001 IF NOT MARRIED (L001=1,D,R) IF ASKING ABOUT RESPONDENT’S SPOUSE: 9 = CONTINUE TO PK06; 1-8,10-14,D,R = SKIP TO Q001.</td>
<td>P</td>
<td>IF N022 = 1 THEN P006 OR PX06 MUST BE ≥ 04</td>
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</tr>
<tr>
<td>PL06</td>
<td>PL06 :525/ 9 : 1 (respondent) PM06 :525/ 15 : 1 (spouse)</td>
<td>THERE IS AN INCONSISTENCY IN AN EARLIER SECTION (N022) THE RESPONDENT MENTIONED THAT THEY BORROWED MONEY FOR A POSTSECONDARY EDUCATION; NOW THEY INDICATE THAT THEIR HIGHEST LEVEL OF EDUCATION IS HIGH SCHOOL! IS THAT CORRECT?</td>
<td>1=YES, THAT’S CORRECT 2=NO, GET BACK TO (P006/PX06)</td>
<td>D,R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
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<td>So</td>
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<tr>
<td>PJ06-Re PK06-Sp</td>
<td>PJ06 :525/ 8 : 1 (respondent) PK06 :525/ 14 : 1 (spouse)</td>
<td>Did (you/your spouse) earn an Associate's Degree?</td>
<td>1=YES 2=NO D.R</td>
<td>IF ASKING ABOUT RESPONDENT: SKIP TO PX05 IF RESPONDENT IS MARRIED (L001 = 2 OR 3); OR SKIP TO Q001 IF RESPONDENT IS NOT MARRIED. IF ASKING ABOUT THE RESPONDENT'S SPOUSE: CONTINUE TO Q001</td>
<td>P</td>
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<td>TV91 :333/ 67 : 8 CV91 :333/ 75 : 5</td>
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### SECTION Q: SAMPLE STUDENTS EDUCATION

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<td>INSTRUCTION BOX Q01A</td>
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</tr>
<tr>
<td>Q001</td>
<td>Q001 :525/ 16 : 1</td>
<td>Has (SAMPLE STUDENT'S NAME) ever applied for financial aid such as a grant, scholarship, fellowship, loan or work study program for (his/her) education beyond high school?</td>
<td>1=YES 2=NO D,R</td>
<td>IF PARENTS HAVE RECEIVED A FEDERAL LOAN (L50a = 1), OR THE SAMPLE STUDENT HAS ANY FEDERAL, STATE, OR INSTITUTION AID (C005=1 or CC05=1), THEN SKIP SECTION Q</td>
<td>1,D,R = SKIP TO R001</td>
<td>P</td>
</tr>
</tbody>
</table>

Q-1
<table>
<thead>
<tr>
<th>Question Number</th>
<th>CATI variable name, location and width</th>
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<th>Skip Patterns</th>
<th>Range/Consistency</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q002</td>
<td>Q002 :525/41 :2</td>
<td>Grid control variable:</td>
<td>CODE ALL THAT APPLY:</td>
<td>91=CONTINUE TO Q2s</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q002 :525/42 :2</td>
<td>What were the reasons your family did not apply for financial aid for (SAMPLE STUDENT'S NAME)?</td>
<td>1=FAMILY/STUDENT COULD PAY</td>
<td>ALL OTHER ANSWERS SKIP TO R001</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q002 :525/43 :2</td>
<td>Zero indicates &quot;NO&quot; and positive numbers indicate the order of &quot;YES&quot; answers:</td>
<td>2=FAMILY/STUDENT NOT WILLING TO GO INTO DEBT</td>
<td></td>
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<tr>
<td></td>
<td>Q002 :525/44 :2</td>
<td>Q2a :525/17 :2 (could pay)</td>
<td>3=FAMILY INCOME TOO HIGH TO QUALIFY</td>
<td></td>
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<tr>
<td></td>
<td>Q002 :525/45 :2</td>
<td>Q2b :525/19 :2 (did not want debt)</td>
<td>4=STUDENT GRADES/TEST SCORES TOO LOW TO QUALIFY</td>
<td></td>
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<tr>
<td></td>
<td>Q002 :525/46 :2</td>
<td>Q2c :525/21 :2 (income too high)</td>
<td>5=TOO DIFFICULT TO APPLY FOR AID</td>
<td></td>
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<tr>
<td></td>
<td>Q002 :525/47 :2</td>
<td>Q2d :525/23 :2 (scores too low)</td>
<td>6=STUDENT/FAMILY DID NOT WISH TO DISCLOSE FINANCIAL SITUATION</td>
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<tr>
<td></td>
<td>Q002 :525/48 :2</td>
<td>Q2e :525/25 :2 (difficult to apply)</td>
<td>7=STUDENT PART TIME AT SCHOOL AND THEREFORE WAS INELIGIBLE</td>
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<tr>
<td></td>
<td>Q002 :525/49 :2</td>
<td>Q2f :525/27 :2 (did not wish to disclose)</td>
<td>8=NO MONEY WAS AVAILABLE</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Q002 :525/50 :2</td>
<td>Q2g :525/29 :2 (ineligible)</td>
<td>9=MISSED DEADLINE FOR APPLICATION</td>
<td></td>
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<tr>
<td></td>
<td>Q002 :525/51 :2</td>
<td>Q2h :525/31 :2 (no money available)</td>
<td>10=DIDN'T KNOW ABOUT FINANCIAL AID</td>
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</tr>
<tr>
<td></td>
<td>Q002 :525/52 :2</td>
<td>Q2i :525/33 :2 (missed deadline)</td>
<td>91=OTHER (SPECIFY)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q002 :525/53 :2</td>
<td>Q2j :525/35 :2 (did not know about financial aid)</td>
<td>e=EXIT GRID, ALL DONE</td>
<td></td>
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<tr>
<td></td>
<td>Q002 :525/54 :2</td>
<td>Q2k :525/37 :2 (other)</td>
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<tr>
<td>Q2s</td>
<td>Q2s :525/43 :40</td>
<td>SPECIFY OTHER REASON</td>
<td>VERBATIM RESPONSE</td>
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## SECTION R: ATTITUDES

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<th>Question Wording</th>
<th>Response Categories</th>
<th>Skip Patterns</th>
<th>Range/Consistency</th>
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</thead>
<tbody>
<tr>
<td>R001</td>
<td>R001 :526/ 6 : 1 Grid control variable: In concluding the interview, I'd like to ask you some questions about preparations for (SAMPLE STUDENT’S NAME)’s postsecondary education. In deciding to attend SAMPLE SCHOOL, Did you and SAMPLE STUDENT NAME consider the...</td>
<td>&lt;1&gt; The graduation rate? &lt;2&gt; The campus crime rate? &lt;3&gt; The job placement rate? e=EXIT GRID, ALL DONE</td>
<td>NON-B&amp;B SKIP TO R011 B&amp;B CONTINUE TO R004</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>R004</td>
<td>R004 :526/ 7 : 1 Have you recently discussed with (SAMPLE STUDENT’S NAME) the possibility of (him/her) attending graduate school?</td>
<td>1= YES 2= NO D,R</td>
<td>B&amp;B PARENTS ONLY</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>R005</td>
<td>R005 :526/ 8 : 1 Is (SAMPLE STUDENT’S NAME) attending, or planning to attend, graduate school?</td>
<td>1= YES 2= NO D,R</td>
<td>B&amp;B PARENTS ONLY 2,D,R = SKIP TO R008</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>R006</td>
<td>R006 :526/ 9 : 1 Did you assist ([SAMPLE STUDENT’S NAME]) in selecting a graduate school?</td>
<td>1= YES 2= NO D,R</td>
<td>B&amp;B PARENTS ONLY 2,D,R = SKIP TO R008</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
<td>Response Categories</td>
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<tr>
<td>R007</td>
<td>Grid control variable: R007 .526/ 26 : 2</td>
<td>How did you assist (him/her) in selecting a graduate school?</td>
<td>CODE ALL THAT APPLY -- DO NOT READ ANSWERS</td>
<td>B&amp;B PARENTS ONLY</td>
<td>P</td>
</tr>
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<td></td>
<td>R007 :526/ 26 : 2</td>
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<td>1=VISITED CAMPUSES</td>
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<tr>
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<td>R007 :526/ 26 : 2</td>
<td></td>
<td>2=SOLICITED LETTERS OF RECOMMENDATION</td>
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<td>ALL OTHER ANSWERS SKIP TO R008</td>
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<td>R007 :526/ 26 : 2</td>
<td></td>
<td>3=PAID FOR STUDENT'S TRIPS TO VISIT CAMPUSES</td>
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<td>R007 :526/ 26 : 2</td>
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<td>4=PURCHASED/REVIEWED SCHOOL REFERENCE GUIDES</td>
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<td>R007 :526/ 26 : 2</td>
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<td>5=WROTE TO SCHOOL FOR INFORMATION</td>
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<td>R007 :526/ 26 : 2</td>
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<td>6=ASKED INFORMATION/QUESTIONS OF OTHERS WHO HAVE ATTENDED, OR WHOSE CHILDREN HAD ATTENDED, THE SCHOOL</td>
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<td></td>
<td>R007 :526/ 26 : 2</td>
<td></td>
<td>91=OTHER (SPECIFY)</td>
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<td></td>
<td>R007 :526/ 26 : 2</td>
<td></td>
<td>e=EXIT GRID, ALL DONE</td>
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<tr>
<td>R17h</td>
<td>R7s :526/ 28 :40</td>
<td>SPECIFY OTHER</td>
<td>40 CHARACTERS</td>
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<td>CV96 :334/ 60 : 5</td>
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<tr>
<td>R008</td>
<td>R008 :526/ 68 : 1</td>
<td>In the past year, did you help [SAMPLE STUDENT'S NAME] look for a job?</td>
<td>1=YES 2=NO</td>
<td>B&amp;B PARENTS ONLY</td>
<td>P</td>
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<td>R008 :526/ 68 : 1</td>
<td></td>
<td>D,R</td>
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<tr>
<td>Question Number</td>
<td>CATI variable name, location and width</td>
<td>Question Wording</td>
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<tr>
<td>R009</td>
<td>Grid control variable: R009:527/23:2</td>
<td>How did you help with (his/her) job search?</td>
<td>DO NOT READ ANSWERS&lt;br&gt;1=HELPED SEND OUT RESUMES&lt;br&gt;2=LOOKED THROUGH WANT ADS&lt;br&gt;3=ASKED FRIENDS/FAMILY/BUSINESS ASSOCIATES ABOUT OPPORTUNITIES&lt;br&gt;4=SOLICITED LETTERS OF RECOMMENDATION&lt;br&gt;5=GAVE MONEY FOR STUDENTS SUBSISTENCE/FINANCIAL SUPPORT&lt;br&gt;6=PAID FOR PRINTING BUSINESS CARDS/STATIONARY&lt;br&gt;7=BOUGHT STUDENT A SUIT/CLOTHES&lt;br&gt;8=ASSISTED IN PAYING FOR TRAVEL TO INTERVIEWS&lt;br&gt;9=LOOKED AT JOB BOARDS IN COMPANY EMPLOYMENT OFFICE&lt;br&gt;10=CONTACTED “HEAD HUNTERS”/EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER&lt;br&gt;11=WENT TO CAMPUS JOB PLACEMENT OFFICE&lt;br&gt;12=ASSISTED (STUDENT) IN ATTENDING RECRUITING FAIRS&lt;br&gt;13=ENCOURAGED (STUDENT) TO PLACE WANT ADS&lt;br&gt;14=SUBSCRIBED TO TRADE JOURNALS&lt;br&gt;60=NOTHING&lt;br&gt;91=OTHER (SPECIFY:)&lt;br&gt;c=EXIT GRID, ALL DONE</td>
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<td>RL09 :527/ 65 : 1</td>
<td>INTERVIEWER: IF THE RESPONDENT DID NOTHING CODE IT AS 60.</td>
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<td>R011</td>
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<td>INTERVIEWER: WHO COMPLETED THE MAJORITY OF THE QUESTIONNAIRE?</td>
<td>1=MOTHER / FEMALE GUARDIAN / STEPMOTHER</td>
<td>IF STUDENT HAS ALREADY BEEN INTERVIEWED, SKIP TO &gt;TCM&lt; (COMMENT LINE) IN THE TRACING MODULE; IF STUDENT HAS NOT YET BEEN INTERVIEWED, SKIP TO &gt;SADD&lt; IN TRACING MODULE.</td>
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<td>END OF PARENT INTERVIEW</td>
<td>INTERVIEWER: EXPLAIN THE RESULTS OF THE CALL IN THE FOLLOWING COMMENTS SCREEN.</td>
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NORC CREATED 
AX16 

ITERS: 
RANGE: 
QXQ: 

P_OTHER_DEGREE_FLAG AQ Number: 10 
NORC CREATED 
A020, A021 

ITERS: 
RANGE: 
QXQ: 

P_OTHER_SCHOOL_FLAG AQ Number: 11 
NORC CREATED 
A123, A223, A323 

ITERS: 
RANGE: 
QXQ: 

P_MONTH_DATE_APPLD_GRADSCHOOL AQ #: 12 
PRELOAD 
F055 

ITERS: 
RANGE: 
QXQ: 

P_YEAR_DATE_APPLD_GRADSCHOOL AQ #: 13 
PRELOAD 
F225 

ITERS: 
RANGE: 
QXQ: 

P_SCHOOL1 AQ Number: 14 
PRELOAD 
A124 

ITERS: 
RANGE: 
QXQ: 

P_SCHOOL1_CODE AQ Number: 15 
PRELOAD 
A101 

ITERS: 
RANGE: 
QXQ: 

P_SCHOOL2 AQ Number: 16 
PRELOAD 
A224 

ITERS: 
RANGE: 
QXQ: 

P_SCHOOL2
P_SCHOOL6_CODE  AQ Number: 25  PRELOAD
SAMPLE: B30e
SKIP:
ITERS: RANGE: QXQ:
INSTRUCTIONS:

P_SCHOOL7  AQ Number: 26  PRELOAD
SAMPLE: B429
SKIP:
ITERS: RANGE: QXQ:
INSTRUCTIONS:

P_SCHOOL7_CODE  AQ Number: 27  PRELOAD
SAMPLE: B30g
SKIP:
ITERS: RANGE: QXQ:
INSTRUCTIONS:

P_SCHOOL8  AQ Number: 28  PRELOAD
SAMPLE: B529
SKIP:
ITERS: RANGE: QXQ:
INSTRUCTIONS:

P_SCHOOL8_CODE  AQ Number: 29  PRELOAD
SAMPLE: B30i
SKIP:
ITERS: RANGE: QXQ:
INSTRUCTIONS:

P_GRE_FLAG  AQ Number: 30  PRELOAD
SAMPLE: NORC CREATED
FA19
SKIP:
ITERS: RANGE: QXQ:
INSTRUCTIONS:

P_GRE_MONTH_DATE  AQ Number: 31  PRELOAD
SAMPLE: F20A
SKIP:
ITERS: RANGE: QXQ:
INSTRUCTIONS:

P_GRE_YEAR_DATE  AQ Number: 32  PRELOAD
SAMPLE: F20J
SKIP:
ITERS: RANGE: QXQ:
INSTRUCTIONS:
P_SECOND_GRAD_SCHL_FLAG  AQ     PRELOAD                                                                             SAMPLE:
Number: 73                      NORC CREATED

ITERS:                          RANGE:
QXQ:
INSTRUCTIONS:

P_FIRST_GRAD_SCHL_NAME   AQ     PRELOAD                                                                             SAMPLE:
Number: 74                      F057

ITERS:                          RANGE:
QXQ:
INSTRUCTIONS:

P_SECOND_GRAD_SCHL_NAME  AQ     PRELOAD                                                                             SAMPLE:
Number: 75                      F065

ITERS:                          RANGE:
QXQ:
INSTRUCTIONS:

P_GPA_SCALE_CUMULATIVE  AQ      PRELOAD                                                                             SAMPLE:
Number: 76                      AX16

ITERS:                          RANGE:
QXQ:
INSTRUCTIONS:

P_SAMPLE_SCHOOL   AQ Number: 78  PRELOAD                                                                             SAMPLE:
SNAM

ITERS:                          RANGE:
QXQ:
INSTRUCTIONS:

P_RDOB_MM         AQ Number:    PRELOAD                                                                             SAMPLE:
79                              ABT CADE

ITERS:                          RANGE:
QXQ:
INSTRUCTIONS:

P_RDOB_DD         AQ Number:    PRELOAD                                                                             SAMPLE:
80                              ABT CADE

ITERS:                          RANGE:
QXQ:
INSTRUCTIONS:

P_RDOB_YY         AQ Number:    PRELOAD                                                                             SAMPLE:
81                              ABT CADE

ITERS:                          RANGE:
QXQ:
INSTRUCTIONS:
P_STATE_CURRENT AQ PRELOAD
Number: 106                  JG43, JO46
ITERS:                      RANGE: 
QXQ:                        INSTRUCTIONS: SKIP:

P_ZIP_CURRENT AQ PRELOAD
Number: 107                  JG43, JO48
ITERS:                      RANGE: 
QXQ:                        INSTRUCTIONS: SKIP:

P_FNAME_PARENT2 AQ PRELOAD
Number: 108                  KY06
ITERS:                      RANGE: 
QXQ:                        INSTRUCTIONS: SKIP:

P_MNAME_PARENT2 AQ PRELOAD
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ITERS:                      RANGE: 
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P_LNAME_PARENT2 AQ PRELOAD
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P_ADDRESS_PARENT1 AQ Number:
111                          PRELOAD
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P_ADDRESS_PARENT1 AQ Number:
112                          PRELOAD
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P_CITY_PARENT1 AQ PRELOAD
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| QXQ:    |    |            | INSTRUCTIONS: |

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| P_SSN_3 | AQ | Number: 134 | PRELOAD | |
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| P_LEARN_DISAB | AQ | Number: 135 | PRELOAD | |
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<td></td>
</tr>
<tr>
<td>ITERS:</td>
<td></td>
<td>RANGE:</td>
<td>SKIP:</td>
</tr>
<tr>
<td>QXQ:</td>
<td></td>
<td></td>
<td>INSTRUCTIONS:</td>
</tr>
</tbody>
</table>
CONFIDENTIALITY PLEDGE  AQ  CONFIDENTIALITY PLEDGE
Number: 144
SKIP:

ITERS:  RANGE:  QXQ:  INSTRUCTIONS:

DATE_RECVD_BA  AQ number: 146
Our records show that you received your bachelors degree from "SAMPLE SCHOOL"
on...
Else
When did you receive your bachelors degree from "sample school"?
.INTERVIEWER:  ENTER 88/88 if R HAS NOT GRADUATED FROM LISTED SCHOOL)

SKIP: IF "DATE_RECVD_BA" YEAR > 93 OR
"DATE_RECVD_BA" YEAR < 92 OR
IF "DATE_RECVD_BA" YEAR = 93 AND
"DATE_RECVD_BA" MONTH > 6
OR "DATE_RECVD_BA" YEAR = 92 AND
"DATE_RECVD_BA" MONTH < 7 THEN
GOTO EXQS_BA_WRONG

ITERS:  RANGE:  QXQ: If R has not yet received bachelors degree, R is
ineligible for this study.

INSTRUCTIONS: "sample school" = school npsas sampled.

IF NPSAS PRELOAD IS AVAILABLE USE
ALTERNATE QUESTIONS TEXT:
Our records show that you got
your bachelors degree from
"sample school" on NPSAS PRELOAD DATE.
A215/A315=COMPLETED REQUIREMENTS
FOR BA

HS_GRAD_YR  AQ number: 147
When did you get your high school diploma or certificate?

SAMPLE: ASK IF MISSING FROM NPSAS

SKIP:

ITERS:  RANGE:  QXQ: Certificate refers to GED - General Education
Development Certification.
Persons without a high school diploma may take an
examination to obtain a GED, allowing them to
pursue postsecondary education (without actually
having their high school diploma). This may also
be accomplished by similar types of certificates
that vary state.

INSTRUCTIONS: Date entered must be less than
DATE_RECVD_BA

DATE_BEGAN_COLL  AQ number: 149
After high school, when did you first enroll in a course offered by a college or
other postsecondary institution?

SAMPLE: ASK IF MISSING FROM NPSAS

SKIP:

ITERS:  RANGE:  QXQ: "Enroll in a course" means when did R begin the
course and not when did the course actually begin
meeting. If R began a course in October and the
course began meeting in September, enter October
for the month of enrollment.
Any courses after high school is post-secondary
education.
UNDERGRAD_MAJOR
What was your major at "SAMPLE SCHOOL"?
INTERVIEWER PRESS ENTER AND RECORD VERBATIM. DO NOT USE ABBREVIATIONS.
SAMPLE ASK IF MISSING FROM NPSAS SKIP IF UNDERGRAD_MAJOR = (dk, ref) THEN GOTO GPA_SCALE
ITERS:
RANGE:
QXQ: Major: Principal field of academic study chosen by student in a college (for example, biology, physics, sociology, English literature).
If R has a double major, enter the first major mentioned her. Do not put both majors in the verbatim and code only one. Once the first major is coded, the program will allow you to then enter the second major and code it. Both majors of a double major must be coded.

UNDERGRAD_MAJORC
(INTERVIEWER SELECT APPROPRIATE CODE FROM ONLINE CODING PROGRAM) SAMPLE:
AQ number: 151 SKIP:
ITERS:
RANGE:
QXQ: No Q X Q needed.
INSTRUCTIONS:

GPA_SCALE
AQ NUMBER: 153 What type of grading scale was used at SAMPLESCHOOL? Was it a 4, 5, 10, or 100 point scale? (What was the highest G.P.A. at your school?)
1 4 POINT SCALE
2 5 POINT SCALE
3 10 POINT SCALE
4 100 POINT SCALE
5 OTHER TYPE OF SCALE
ITERS:
RANGE:
QXQ: This question refers to the grade scale used to determine the grade point average (GPA). GPA is the average grade earned by a student determined by dividing the total grade points earned by the number of course credits attempted.

GPA_MAJOR
What was your grade point average (GPA) in your major at "SAMPLE SCHOOL"?
INTERVIEWER CODE ACTUAL NUMBER WITH DECIMAL POINT. IF R SAYS SCHOOL HAD NO GRADES OR ALL COURSES WERE PASS/FAIL, THEN CODE 888.8.
SAMPLE ASK IF MISSING FROM NPSAS SKIP IF GPA_SCALE = 5 THEN GOTO GPA_MAJOR2
IF GPA_MAJOR = 888.8 THEN GOTO UNDERGRAD_GPA
ITERS:
RANGE: 0.0/99.99, 888.8
QXQ: Grade Point Average (GPA): The average grade earned by a student determined by dividing the total grade points earned by the number of course credits attempted.
Major: Principal field of academic study chosen by a student in a college (for example, biology, physics, sociology, English literature).

GPA_MAJOR2
Were your grades in your major at "SAMPLE SCHOOL":
AQ number: 155 SAMPLE:
1 Mostly "A's"
2 A's and B's
3 Mostly B's
4 B's and C's
5 Mostly C's
6 C's and D's
7 Or mostly D's?
ITERS:
RANGE:
QXQ: Major: Principal field of academic study chosen by a student in a college (for example, biology, physics, sociology, English literature).
UNDERGRAD_GPA
What was your cumulative grade point average (GPA) at "SAMPLE SCHOOL"?
SAMPLE: ASK IF MISSING FROM NPSAS
(AQ number: 156)
(INTERVIEWER: CODE ACTUAL NUMBER WITH DECIMAL POINT. IF R SAYS SCHOOL HAD NO
GRADES OR ALL COURSES WERE PASS/FAIL, THEN CODE 888.8.)

ITERS: 0.0/99.99, 888.8
QXQ: Cumulative GPA: The cumulative average grade
earned by a student determined by dividing the
cumulative grade points earned from all courses
taken at a given school, by the number of course
credits attempted at that school during R's
college career.

SKIP: IF UNDERGRAD_GPA = DK, REF GOTO
UNDERGRAD_GPA2. IF UNDERGRAD_GPA = 888.8
THEN GOTO ANY_OTHER_DEGREE.

UNDERGRAD_GPA2
Considering all the courses you took at "SAMPLE SCHOOL", would you say your grades
were:

1 Mostly "A's"
2 A's and B's
3 Mostly B's
4 B's and C's
5 Mostly C's
6 C's and D's
7 Or mostly D's?

ITERS: 0.0/99.99, 888.8
QXQ: No Q x Q needed.

ANY_OTHER_DEGREES
Before receiving your Bachelors degree did you earn any degrees, licenses or
certificates other than your high school diploma?

1 YES
2 NO

ITERS: 1
QXQ: Degree: academic title given by a university to a
student who has completed a course of study
(example: Bachelors of Fine Arts, Masters of
Business Administration, Doctor of Dental
Surgery.)

License: official or legal permission to do
something specific. (example: hairdressing,
practical nursing, flying).

Certificate: document certifying that a person
may officially practice in certain professions.
(example, a certified public accountant (CPA).)

ANY_DEGREES_N
How many degrees, licenses, or certificates have you earned?

ITERS: 1
QXQ: Degree: an academic title given by a college or
university to a student who has completed a course
of study (example: Bachelors of Fine Arts, masters
of Business Administration, Doctor of Dental
Surgery.

License: an official or legal permission to do
something specific (example: hairdressing,
practical nursing, flying).

Certificate: a document certifying that a person
may officially practice in certain professions
(example: a certified public accountant (CPA)).
OTHER_DEGREE(N) (Now I am going to ask you about the 4 most recent degrees and licenses you have earned) What kind of degree, license or certificate was the first/next one? (Please start with the most recent).

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (Ph.D., Ed.D, D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE

ITERS: 4 RANGE:
QXQ: Code highest degree if more than one degree exists

Associate's degree: degree signifying the completion of a 2 year program offered by college.
License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)
Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
Doctor of Education (Ed.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (D.Pham)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

YR_OTHER_DEGREE_(N) (INTERVIEWER: FOR EACH DEGREE) What year did you get that "OTHER_DEGREE(N)?" SAMPLE:

AQ number: 162
ITERS: 4 RANGE: 10/94
QXQ: No Q x Q needed.

INSTRUCTIONS: loop / "insert" = name of degree from "OTHER_DEGREE(N)"

ANY_OTHER_SCHOOL1 Our records indicate that you also attended "P_OTHER_SCHOOL_NAMES" as an undergraduate as well as "SAMPLESCHOOL". Is this correct? SAMPLE: ASK IF MISSING OR MORE THAN 1 SCHOOL ATTENDED

AQ number: 174
ITERS: 8 RANGE:
QXQ: If R registered for a course, attended some of the classes but did not complete the course, R attended that school. If R registered for a course but withdrew before classes began, R did not attend school.

INSTRUCTIONS: P_OTHER_SCHOOL_NAMES= PRELOADED NAMES OF SCHOOLS FROM NPSAS
OTHERSCHOOL_DEGREE(N)
What type of degree program were you enrolled in at "P_OTHER_SCHOOL NAMES"?
SAMPLE:
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
AQ number: 175

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (PH.D., ED.D. D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE
8 NON-DEGREE PROGRAM
ITERS: 8
RANGE:

Q00: Associate’s degree: degree signifying the completion of 2 year program offered by college.
License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)
Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)
Examples of Master’s Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)
Examples of Doctoral Degrees:
Doctor of Philosophy (PH.D)
Doctor of Education (ED.D)
First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (D.Pharm)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

ANY_OTHER_SCHOOL2
Did you attend any other undergraduate schools prior to earning your bachelor's degree at "SAMPLESCHOOL" or any other school you have mentioned?
AQ number: 177

1 YES
2 NO

ITERS: 5
RANGE:

Q01: If R registered for a course, attended some of the classes but did not complete the course, R attended that school. If R registered for a course but withdrew before classes began, R did not attend school.

Classes taken during summer session at a non-sample school should be included.

OTHER_SCHOOL_N AQ NUMBER: 178
How many other undergraduate schools did you attend?
SAMPLE:

ITERS: 5
RANGE: 1/10

Q02: If R registered for a course, attended some of the classes but did not complete the course, R attended that school. If R registered for a course but withdrew before classes began, R did not attend school.
OTHSCHOOL(NAME)  
In what state is the first school located? In what city is this school located?  
SAMPLE: PREAMBLE SCREEN FOR THE CODING PROGRAM 
And what was the name of that school?  
(INTEIVETER: GO TO THE NEXT SCREEN AND CONFIRM NAME WITH RESPONDENT) 

SKIP:  
ITERS: 5 
RANGE:  
QXQ: No Q x Q needed. 
INSTRUCTIONS: insert other IPEDS variables from online coding program 

________________________ 

TYPEINST_OTHSCHOOL(N)  
What type of institution is "OTHSCHOOL"? Is it...  
SAMPLE: USE ONLY IF CODING PROGRAM FAILS OR RETURNS A MISSING  
1 Public, 4-year or above  
2 Private nonprofit, 4-year or above  
3 Private for-profit, 4-year or above  
4 Public, 2-year  
5 Private nonprofit, 2-year  
6 Private for-profit, 2-year  
7 Public, less than 2-year  
8 Private nonprofit, Less than 2-year  
9 Private for-profit, Less than 2-year  

ITERS: 5 
RANGE:  
QXQ: No Q x Q needed. 
INSTRUCTIONS: insert other IPEDS variables from online coding program 

________________________ 

OTHSCHOOL_BEGAN(1)  
When did you first begin attending "OTHSCHOOL(N)"?  
SAMPLE:  
AQ number: 189 
SKIP:  
ITERS: 5 
RANGE: 1/12, 10/94 
QXQ: Enter date R first started taking classes at that school after completing high school. 
INSTRUCTIONS:  

________________________ 

OTHSCHOOL_END(N)  
When did you last attend "othschool(n)"?  
SAMPLE:  
AQ number: 191 
CODE 96/96 IF STILL ATTENDING  
SKIP:  
ITERS: 5 
RANGE: 1/12, 10/94, 96 
QXQ: Enter either the date of the last class or the last exam, whichever is later. Ignore any gaps in attendance at this school. 
INSTRUCTIONS:  

________________________ 

OTHSCHOOL_DEGREE(N)  
What type of degree program were you enrolled in at "OTHSCHOOL(N)"?  
SAMPLE:  
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED  
AQ number: 193  
SKIP:  
1 ASSOCIATE'S DEGREE  
2 BACHELOR'S DEGREE  
3 POST-BACCALAUREATE CERTIFICATE  
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)  
5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)  
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)  
7 OTHER CERTIFICATE/LICENSE  
8 NON-DEGREE PROGRAM  

ITERS: 5 
RANGE:  
QXQ: Associate's degree: degree signifying the completion of 2 year program offered by college. 
License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.) 
Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).) 

Examples of Masters's Degrees:
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Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
Doctor of Education (Ed.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
- Chiropractic (DC or DCM)
- Dentistry (DDS or DMD)
- Medicine (MD)
- Law (LLB, JD)
- Optometry (OD)
- Osteopathic Medicine (DO)
- Pharmacy (PharmD)
- Podiatry (Pod.D. or DP)
- Veterinary Medicine (DVM)
- Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

<table>
<thead>
<tr>
<th>GRECONFIRM AQ number 195</th>
<th>Have you ever taken the regular Graduate Record Exam (GRE)?</th>
<th>SAMPLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>YES</td>
<td>SKIP: IF NO, REF or DK THEN GOTO ANY_EXAMS_TAKEN</td>
</tr>
<tr>
<td>2</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

ITERS: 
RANGE: 

QXQ: The advanced GREs are tests of particular subjects (such as history, English literature, and geology) while the regular GRE is a general exam testing verbal, analytical, and quantitative knowledge.

<table>
<thead>
<tr>
<th>GRESCORE AQ Number 196</th>
<th>When did you last take the test?...What was your score on the quantitative section?...on the verbal section?...on the analytical section? (INTERVIEWER: DO NOT ADD THE SCORES. INSERT A TOTAL SCORE ONLY IF R REPORTS A TOTAL SCORE INSTEAD OF SECTION SCORES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION</td>
<td>DATE</td>
</tr>
<tr>
<td>QUANTITATIVE</td>
<td></td>
</tr>
<tr>
<td>VERBAL</td>
<td></td>
</tr>
<tr>
<td>ANALYTICAL</td>
<td></td>
</tr>
<tr>
<td>OR TOTAL SCORE</td>
<td></td>
</tr>
</tbody>
</table>

ITERS: 
RANGE: 0/800, 2400, 1/12, 70/94

QXQ: If R reports a total score instead of section scores, record that score on the last line and enter DK for the section scores.

<table>
<thead>
<tr>
<th>ANY_EXAMS_TAKEN AQ number 198</th>
<th>Have you taken any other graduate admissions or national professional licensing exams?</th>
<th>SAMPLE: ASK IF NO PRELOADS FROM NPSAS EXIST FOR ANY_EXAMS_LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>YES</td>
<td>SKIP: IF ANY_EXAMS_TAKEN = 2 THEN GOTO PROSTATE</td>
</tr>
<tr>
<td>2</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

ITERS: 
RANGE: 

QXQ: Examples of other graduate admissions exams and national professional licensing exams are:
- Advanced of SUBJECT AREA GRE
- Miller Analogies Test (MAT)
- Dental Aptitude Test (DAT)
- Graduate Management Admissions Test (GMAT)
- Law School Admissions Test (LSAT)
- Medical College Admissions Test (MCAT)
- Veterinary Medicine Aptitude Test (VMAT)
- National League of Nursing Graduate Nursing Exam
- National Teachers Exam (NTE)
### ANY_EXAMS_LIST

Please give me the most recent test date and score of any other national graduate entrance or professional licensing exams you have taken. DO NOT READ THE LIST OF EXAMS UNLESS PRELOADED AND THEN CONFIRM WITH R.

(IF THE TEST IS PASS/FAIL, ENTER 9998 FOR FAIL AND 9999 FOR PASS)

<table>
<thead>
<tr>
<th>EXAM</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED OR SUBJECT AREA GRE</td>
<td></td>
<td>(0/800)</td>
</tr>
<tr>
<td>MILLER ANALOGIES TEST (MAT)</td>
<td>(1/100)</td>
<td></td>
</tr>
<tr>
<td>DENTAL APTITUDE TEST (DAT)</td>
<td></td>
<td>(1/30)</td>
</tr>
<tr>
<td>GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT)</td>
<td></td>
<td>(200/800)</td>
</tr>
<tr>
<td>LAW SCHOOL ADMISSION TEST (LSAT)</td>
<td></td>
<td>(120/180)</td>
</tr>
<tr>
<td>MEDICAL COLLEGE ADMISSION TEST (MCAT)</td>
<td></td>
<td>(3/45)</td>
</tr>
<tr>
<td>VETERINARY MEDICINE APTITUDE TEST (VMAT)</td>
<td></td>
<td>(0/9990)</td>
</tr>
<tr>
<td>NATIONAL LEAGUE OF NURSING GRADUATE NURSING EXAM</td>
<td></td>
<td>(0/990)</td>
</tr>
<tr>
<td>NATIONAL TEACHERS EXAM (NTE)</td>
<td></td>
<td>(600/695)</td>
</tr>
</tbody>
</table>

### PROSTATE

Have you taken any state professional licensing exams?

**(SAMPLE):**

1. YES
2. NO

### STATELIST

Which exams did you take? in what state? when did you take that test last? What was your score?

**(SAMPLE):**

<table>
<thead>
<tr>
<th>EXAM</th>
<th>STATE</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE TEACHERS EXAM</td>
<td></td>
<td>(0/9900)</td>
<td></td>
</tr>
<tr>
<td>STATE OR LOCAL ACCOUNTING EXAM</td>
<td></td>
<td>(0/9900)</td>
<td></td>
</tr>
<tr>
<td>STATE OR LOCAL REAL ESTATE EXAM</td>
<td></td>
<td>(0/9900)</td>
<td></td>
</tr>
<tr>
<td>STATE BAR EXAM</td>
<td></td>
<td>(0/9900)</td>
<td></td>
</tr>
<tr>
<td>STATE PROFESSIONAL ENGINEERING EXAM</td>
<td></td>
<td>(0/9900)</td>
<td></td>
</tr>
</tbody>
</table>

### OTHER_EXAM

(Other than the exams we have talked about,) did you take any other graduate entrance or professional licensing exams?

**(SAMPLE):**

1. YES
2. NO

**NOTE:**
- Dates can not be greater than current date.
- In the list, there are no Q x Q needed.
OTHER_EXAM_SP
What other exam did you take? (SPELL OUT THE ENTIRE EXAM NAME - IF MORE THAN ONE EXAM, RECORD THE NAME OF THE MOST IMPORTANT EXAM)
AQ number: 230
SAMPLE: SKIP:
ITERS:
RANGE: SKIP: QXQ: Most important exam is defined by the respondent. INSTRUCTIONS:

DIDAPP
Now I’d like to ask you a few questions about applications to graduate or professional school...
AQ number: 231
Have you ever applied to graduate or professional school?
ELSE
According to our records, you applied to graduate or professional schools. Is this correct?
1 YES SKIP: IF DIDAPP = 2 THEN GOTO WANTAPP
2 NO
ITERS: RANGE: INSTRUCTIONS: Insert second reading if OTHER_DEGREE(N) = 4, 5 or 6
QXQ: A graduate or professional school is a school that offers Master's degrees, Doctoral degrees or first professional degrees such as JD, MD or DDS. It does not include truck driving or bartending schools.

WHENAPP AQ number: 233
When did you first apply to graduate or professional school?
SAMPLE: ASK ONLY IF MISSING FROM NPSAS
ITERS: RANGE: 1/12, 91/94
QXQ: No Q x Q needed. INSTRUCTIONS:

WANTAPP AQ NUMBER: 234
Did you consider attending graduate or professional school?
SAMPLE: SKIP: IF WANTAPP = 2, REF, DK THEN GOTO POSTBAED
ITERS: 1
RANGE: INSTRUCTIONS:
QXQ: A graduate or professional school is one that offers Master's degrees, Doctoral degrees or first professional degrees such as JD, MD or DDS. It does not include truck driving or bartending schools.

REASONS_NOT_APP
Why did you decide not to apply to graduate or professional school?
AQ number: 235
SAMPLE: CODE PRIMARY REASON ONLY.
SKIP: IF DIDAPP = 2, DK, REF AND REASONS_NOT_APP IS VALID THEN GOTO POSTBAED
ITERS: RANGE:
QXQ: No Q x Q needed. INSTRUCTIONS:
NUMBERAPP(N)  AQ number: 236
How many schools did you apply to for graduate study?  SAMPLE:

ITERS: 1  RANGE: 1/20
QXQ: No Q x Q needed.  INSTRUCTIONS: IF NUMBERAPP(N) = 1 LOOP ONCE, IF
MORE THAN 1 LOOP TWICE

ACCEPTAPP  AQ NUMBER: 237
At how many schools were you accepted?  SAMPLE:

ITERS: 1  RANGE: 0/20
QXQ: No Q x Q needed.  INSTRUCTIONS:

FILTERAID  AQ Number: 238
Thinking about all of the graduate or professional schools to which you applied,  SAMPLE:
did you apply for financial aid at any of those schools?
1  YES
2  NO

ITERS:  RANGE:
QXQ: Financial aid includes:
Tuition waivers
Stipends
Scholarships
Fellowships
Grants
Teaching assistantships
Research assistantships
Loans
Workstudy
INSTRUCTIONS:

WHYNOAID(N)  AQ number: 239
Why didn’t you apply for financial aid?  SAMPLE:

(INTERVIEWER: CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED)
1  FAMILY OR STUDENT COULD AFFORD TO PAY
2  NOT WILLING TO GO INTO DEBT
3  FAMILY INCOME TOO HIGH
4  GRADES/TEST SCORES TOO LOW TO QUALIFY
5  TOO HARD TO APPLY FOR FINANCIAL ASSISTANCE
6  DID NOT WISH TOO DISCLOSE FINANCIAL SITUATION
7  INELIGIBLE SINCE PART-TIME STUDENT
8  NO AID AVAILABLE
9  MISSED DEADLINE
10 OTHER

ITERS:  RANGE:
QXQ: No Q x Q needed.  INSTRUCTIONS:

CONFIRM  AQ Number: 241
According to our records, your first choice to which you applied for graduate or  SAMPLE:
professional school was P_FIRST_CHOICE_GRAD_SCHOOL. Is that correct?
1  YES
2  NO

ITERS: 2  RANGE:
QXQ: No Q x Q needed.  INSTRUCTIONS:

GRADSCHOOL(N)_N  AQ number: 242
And what school was your (FIRST/SECOND) choice to attend for graduate or  SAMPLE:
professional study? What state is that in? In what city? (INTERVIEWER: GO TO
NEXT SCREEN AND CONFIRM NAME OF SCHOOL WITH RESPONDENT)

IPEDS CODING

ITERS: 2  RANGE:
QXQ: No Q x Q needed.  INSTRUCTIONS: BEGIN LOOP "INSERT"=FIRST OR
SECOND DEPENDING ON NEW LOOP COUNTER
TYPEINST_GRADSCHOOL(N)_N What type of institution is GRADSCHOOL(N)_N? Is it...
SAMPLE: ASK IF NOT PROVIDED BY IPEDS
AQ number: 250
1 Public, 4-year or above
2 Private nonprofit, 4-year or above
3 Private for-profit, 4-year or above
4 Public, 2-year
5 Private nonprofit, 2-year
6 Private for-profit, 2-year
7 Public, less than 2-year
8 Private nonprofit, Less than 2-year
9 Private for-profit, Less than 2-year
ITERS: 2
RANGE:
QXQ: No Q x Q needed.
INSTRUCTIONS:

DEGREEAPP(N)_N What kind of degree program did you apply for at "GRADSCHOOL(N)_N"?
SAMPLE: CODE ALL THAT APPLY AND THEN INSERT EXIT SCREEN WHEN FINISHED.
AQ number: 251
1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAURATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE
8 NON-DEGREE PROGRAM
SKIP:
ITERS: 2
RANGE:
QXQ: Associate's degree: degree signifying the completion of a 2 year program offered by college.
License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)
Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)
Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)
Examples of Doctoral Degrees:
Doctor of Philosophy (PH.D)
Doctor of Education (ED.D)
First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (Pharm)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)
NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

28
ACCEPTAPP(N)_N
Were you accepted by "GRADSCHOOL(N)_N"?

AQ number: 252

1 YES
2 NO
3 HAVEN'T HEARD YET/DON'T KNOW

ITERS: 2
RANGE: No Q x Q needed.

OFFERAIDAPP(N)_N
Have you been awarded or offered financial assistance at "GRADSCHOOL(N)_N"?

AQ number: 253

1 YES
2 NO
3 HAVEN'T HEARD YET
4 DID NOT APPLY

ITERS: 2

QXQ: Financial aid includes:
- Tuition waivers
- Stipends
- Scholarships
- Fellowships
- Grants
- Teaching assistantships
- Research assistantships
- Loans
- Work-study jobs

PBASCHOOL(N)
What is the name and location of the (first/second/third) school you attended?

AQ number: 257

INTERVIEWER: RECORD SCHOOL NAME, CITY AND STATE

IPEDS CODING

ITERS: 3
RANGE: Whether a student is considered to be full-time or part-time is defined by the institution the R attended.

TYPEINST_PBASCHL(N)
What type of institution is "PBASCHL(N)"? Is it...

AQ number: 265

1 Public, 4-year or above
2 Private nonprofit, 4-year or above
3 Private for-profit, 4-year or above
4 Public, 2-year
5 Private nonprofit, 2-year
6 Private for-profit, 2-year
7 Public, less than 2-year
8 Private nonprofit, Less than 2-year
9 Private for-profit, Less than 2-year

ITERS: 3
RANGE: No Q x Q needed.
PBASCHL_BEGAN(N) Refering only to the time after you received your bachelor's degree, did you attend "PBASCHOOL(N)" in (1992/1993/1994)?

IF NO, ENTER NOT ATTENDING FOR EACH MONTH.

IF YES: in what months did you attend full time (ENTER THE MONTH) and in what month did you attend part time?

LIST MONTHS JANUARY 1992-DECEMBER 1994 WITH THREE OPTIONS-NOT ATTENDED; FULL TIME; PART TIME. THREE LOOPS, ONE YEAR PER LOOP.

ITERS: 3, 3 RANCE: QXQ: No Q x Q needed.

INSTRUCTIONS: CONVERSATIONAL SCREEN. START DATE MUST BE LESS THAN CURRENT DATE

PBASCHL_DAY(N) When (do/did) you usually attend classes at "PBASCHOOL(N)"?

AQ number: 282

1 WEEKDAYS
2 WEEKNIGHTS
3 WEEKENDS

ITERS: 3 RANCE: QXQ: No Q x Q needed.

INSTRUCTIONS: IF PBASCHL_END(N) = 96/96, INSERT DO. ALL OTHERS INSERT DID

PBASCHL_PROGRAM(N) What type of program (WERE/ARE) you enrolled in at PBASCHOOL(N)?

AQ number: 283

(CHOOS Dual DEGREE PROGRAM IF R IS ENUMLLED IN MORE THAN ONE PROGRAM)

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE
8 NONDEGREE PROGRAM
9 DUAL DEGREE PROGRAM

ITERS: 3 RANCE:

QXQ: Associate's degree: degree signifying the completion of 2 year program offered by college. License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.) Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

Examples of Masters's Degrees: Master of Arts (MA) Master of Science (MS) Master of Business Administration (MBA) Master of Fine Arts (MFA)

Examples of Doctoral Degrees: Doctor of Philosophy (Ph.D) Doctor of Education (Ed.D)

First Professional Degrees: MUST BE ONE OF THE FOLLOWING: Chiropractic (DC or DCM) Dentistry (DDS or DMD) Medicine (MD) Law (LL.B, JD) Optometry (OD) Osteopathic Medicine (DO) Pharmacy (D.Pharm)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees
in cosmetology, truck driving, radio or
refrigerator repair, et cetera.

PBASCHOOL_LEVEL(N) AQ number: 284

What level (are/were) the courses you are taking at "PBASCHOOL(N)"?

SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) = 7 or 8

1 Graduate
2 Undergraduate
3 Combined Graduate/Undergraduate
4 Other

ITERS: 3
RANGE:
QXQ: No QXQ needed.

INSTRUCTIONS: if pbaschl_dates(n)=9696 then
"insert"="Are"; else
"insert"="Were"

PBASCHL_DEGR2(N) AQ Number: 286

What (IS/WAS) the first type of program (ARE/WERE) you enrolled in at PBASCHOOL(N)?

SAMPLE:

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE
8 NONDEGREE PROGRAM

ITERS: 3
RANGE:
QXQ: Associate's degree: degree signifying the completion of 2 year program offered by college.

License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)

Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (PH.D)
Doctor of Education (ED.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (Pharm)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

PBASCHL_DEGR3(N) AQ Number: 287

What (IS/WAS) the second type of program (ARE/WERE) you enrolled in at PBASCHOOL(N)?

SAMPLE:
PBASCHOOL(N)?

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE
8 NONDEGREE PROGRAM

ROWS: 3
RANGE:

QXQ: Associate's degree: degree signifying the completion of a 2 year program offered by college.

License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)

Certificate: document certifying that a person may officially practice in certain professions, (example: a certified public accountant (CPA).)

Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
Doctor of Education (Ed.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (D.C or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (J.D, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (D.Pharm)
Podiatry (Pod.D or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, etcetera.

PBASCHL_MAJOR(N) AQ Number: What (IS/WAS) your major field of study at "PBASCHOOL(n)?

292

SAMPLE:

ITERS: 3
RANGE:

QXQ: No QXQ needed.

PBASCHL_MAJ2(N) AQ Number: What (IS/WAS) your major field of study in this program?

287

SAMPLE:

ITERS: 3
RANGE:

QXQ: No QXQ needed.

PBASCHL_MAJ3(N) AQ Number: What (IS/WAS) your major field of study in this program?

287

SAMPLE:

ITERS: 3
RANGE:

QXQ: No QXQ needed.
PBADEGREE AQ Number: 297 Have you been awarded the PBASCHL_PROGRAM(N) by PBASCHOOL? SAMPLE:

1 YES SKIP: IF PBADEGREE = 2 THEN GO TO
2 NO PBADEGREE_WHY(N)

ITERS: RANGE:
QXQ: No QXQ needed. INSTRUCTIONS:

PBADEGREE_DATE AQ Number: 298 When were you awarded that degree? SAMPLE:

SKIP:

ITERS: RANGE: 1/12, 92/94
QXQ: No QXQ needed. INSTRUCTIONS:

PBASCHL_WHY(N) AQ Number: 300 Why did you select "PBASCHOOL(N)" for graduate or professional study? SAMPLE:

AQ number: 300 CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

1 CAN FINISH PROGRAM IN SHORT PERIOD OF TIME SKIP:
2 OBTAINED FINANCIAL AID NEEDED
3 TUITION AND DIRECT EXPENSES WERE LESS
4 OTHER LIVING COSTS WERE LESS
5 FRIENDS/FAMILY ATTEND(ED)/RECOMMEND(ED) THIS SCHOOL
6 CAN WORK WHILE ATTENDING
7 CAN LIVE AT HOME WHILE ATTENDING
8 SCHOOL IS LOCATED WHERE I WANT TO SETTLE
9 SCHOOL IS CLOSE TO HOME
10 I LIKE THE SURROUNDING COMMUNITY
11 SCHOOL/FACULTY HAS A GOOD REPUTATION
12 OFFERED THE COURSE OF STUDY I WANTED
13 THEY ACCEPTED ME
14 I ATTENDED THE SCHOOL AS AN UNDERGRAD
15 OTHER

ITERS: 3 RANGE:
QXQ: No Q x Q needed. INSTRUCTIONS:

PBASCHL_REQ(N) Did you enroll in PBASCHOOL(N) because you needed additional education... SAMPLE:

AQ number: 301

1 to begin a career in your field SKIP:
2 to continue to advance in your current field
3 or did you enroll for other reasons

ITERS: 3 RANGE:
QXQ: No Q x Q needed. INSTRUCTIONS:

PBASCHL_RESID(N) AQ Number: 302 While enrolled at "PBASCHOOL(N)" (DO/DID) you live primarily:
SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) = 4, 5, 6, 9

AQ number: 302

1 In school-owned housing SKIP:
2 Off campus in a private apartment or house
3 With parents or guardians
4 With relatives other than parents, guardians, spouse, or children
5 or in some other situation

ITERS: 3 RANGE:
QXQ: Code primary residence while R is taking graduate courses. INSTRUCTIONS: if pbaschool_dates(n)=9696 then "insert"="do"; else "insert"="did"
Now I’d like you to think about the period from July 1, 1993 through June 30, 1994. During that period, how much were your total tuition and fees prior to any discounts or waivers at "PBASCHOOL(N)?"

Sample: Ask only if PBASCHL_PROGRAM(N) = 4, 5, 6, between July 1, 1993 and June 30, 1994.

Number of loops equals the number of schools listed at PBASCHOOL(N). Insert start dates for each school with terms starting on or after July 1, 1993. Insert end dates for each school with terms ending on or after June 30, 1994.

Other than tuition, what were your total costs of attending "PBASCHOOL(N)" during this same period (July 1, 1993 - June 30, 1994). Total costs include lab fees, books, transportation, living expenses and other expenses relating to attending that school.

Sample: Ask only if PBASCHL_PROGRAM(N)= 4, 5, 6, between July 1, 1993 and June 30, 1994.

Number of loops equals the number of schools listed at PBASCHOOL(N). Insert start dates for each school with terms starting on or after July 1, 1993. Insert end dates for each school with terms ending on or after June 30, 1994.

Did you receive any financial assistance between July 1, 1993 and June 30, 1994 other than family assistance?

Sample: Ask only if PBASCHL_PROGRAM(N)= 4, 5, 6, between July 1, 1993 and June 30, 1994.

Financial assistance includes:

- Tuition waivers
- Stipends
- Scholarships
- Fellowships
- Grants
- Teaching assistantships
- Research assistantships
- Loans
- Workstudy

Sample: Why did you select "PBASCHOOL(N)" for graduate or professional study?

Sample: Why did you select "PBASCHOOL(N)" for graduate or professional study?

Number of loops equals the number of schools listed at PBASCHOOL(N). Insert start dates for each school with terms starting on or after July 1, 1993. Insert end dates for each school with terms ending on or after June 30, 1994.

What type of non-family assistance did you receive while enrolled in "PBASCHOOL(N)" during this period?

Sample: Why did you select "PBASCHOOL(N)" for graduate or professional study?

Number of loops equals the number of schools listed at PBASCHOOL(N). Insert start dates for each school with terms starting on or after July 1, 1993. Insert end dates for each school with terms ending on or after June 30, 1994.

Number of loops equals the number of schools listed at PBASCHOOL(N). Insert start dates for each school with terms starting on or after July 1, 1993. Insert end dates for each school with terms ending on or after June 30, 1994.

Number of loops equals the number of schools listed at PBASCHOOL(N). Insert start dates for each school with terms starting on or after July 1, 1993. Insert end dates for each school with terms ending on or after June 30, 1994.

Number of loops equals the number of schools listed at PBASCHOOL(N). Insert start dates for each school with terms starting on or after July 1, 1993. Insert end dates for each school with terms ending on or after June 30, 1994.

Number of loops equals the number of schools listed at PBASCHOOL(N). Insert start dates for each school with terms starting on or after July 1, 1993. Insert end dates for each school with terms ending on or after June 30, 1994.
PBASCHL_AMT
How much financial assistance did you receive from PBASCHOOL(N) during this period?
SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) = 4, 5, 6, 9 AND PBASCHL_DATES include any time between July 1, 1993 and June 30, 1994.
SKIP: SKIP OUT OF LOOP AFTER ALL PBASCHOOL(N) schools with enrollment periods between July 1, 1993 and June 30, 1994 have been picked up.

ITERS: 3
RANGE: 0/30000
QXQ: Financial assistance includes:
Tuition waivers
Stipends
Scholarships
Fellowships
Grants
Teaching assistantships
Research assistantships
Loans
Workstudy

EXTRASCHL AQ NUMBER 309
Have you attended another college, university, vocational or technical school since graduating from "SAMPLE SCHOOL"?
SAMPLE:
1 YES
2 NO
SKIP: IF EXTRASCHL = 1 continue loop. IF EXTRASCHL = 2 then goto HIGHESTDEGREE

ITERS: 2
RANGE:
QXQ: No Q x Q needed.

HIGHESTDEGREE AQ number: 312
Now, thinking about the future, what is the highest degree you expect to receive?
SAMPLE:
1 BACHELOR'S DEGREE
2 POST-BACCALAUREATE CERTIFICATE
3 MASTER'S DEGREE (MA, MS, MBA, ETC.)
4 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
6 OTHER
SKIP: IF HIGESTDEGREE = 1 THEN GOTO CHANGJOB

ITERS:
RANGE:
QXQ: Code highest degree if more than one degree exists.
The key word here is "expect." If R hopes to get a Doctoral Degree but realistically only expects to get a Masters's Degree, "MASTERS'S DEGREE" should be coded.
Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)
Examples of Master's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)
Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
Doctor of Education (Ed.D)
First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (D.Pharm)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

ENROLLEXP2
AQ number: 313

Two years from now, do you plan to be enrolled in school working on that degree? SAMPLE:

1 YES
2 NO
3 WILL HAVE COMPLETED DEGREE

ITERs: RANGE: QXQ: No Q x Q needed.

ENROLLEXP2FIELD
AQ number: 314

What do you expect to be studying? SAMPLE:

INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN

ITERs: RANGE: QXQ: No Q x Q needed.

CHANGJOB  AQ Number: 318

Did you attempt to obtain a job or change jobs, as a result of getting your degree?

1 YES
2 NO

ITERs: RANGE: QXQ: No Q x Q needed.

JOBSEARCH
AQ number: 319

What did you do to try to find a job? CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

1 SENT OUT RESUMES
2 WENT TO CAMPUS JOB PLACEMENT OFFICE
3 LOOKED THROUGH WANT ADS
4 ASKED FRIENDS
5 ASKED FAMILY
6 ASKED PROFESSORS
7 ATTENDED RECRUITING FAIRS
8 DID VOLUNTEER WORK IN THE FIELD
9 LOOKED AT JOB BOARDS IN THE UNEMPLOYMENT OFFICE
10 CONTACTED HEADHUNTERS, EMPLOYMENT AGENCIES OR PROFESSIONAL RECRUITERS
11 PLACED A WANT AD
12 SUBSCRIBED TO TRADE JOURNALS
13 NOTHING
14 OTHER

ITERs: RANGE: QXQ: Resume: brief account of personal, educational, and professional qualifications and experience, usually submitted with a job application. Job placement office: office is physically on campus and part of the college or university. Recruiting fair: gathering to inform individuals seeking employment about jobs available from various employers Headhunter: recruits personnel for corporation. Trade Journal: magazine published by a business or industry to give pertinent news and developments.
JOB#INTERVIEWS
AQ number: 320
(We're interested in the job search strategies used by college graduates to find employment.)
As a result of trying to obtain a new job upon the completion of your degree, how many jobs did you interview for?

ITERS:
RANGE: 0/99
QXQ: "Upon completion of your degree" means "after completing your bachelors degree program."

JOB#OFFERS
AQ number: 321
How many full-time job offers resulted from your job search efforts?

ITERS:
RANGE: 0/99
QXQ: Full-time employment: when a person works 35 or more hours per week at a given job.

WEEKSEEK_MM
AQ number: 322
When did you begin this job search?

ITERS:
RANGE: 1/12, 91/94
QXQ: No Q x Q needed.

JOB#WEEKSEEK
AQ number: 323
When did you end this job search or are you still looking?

ITERS:
RANGE: 1/12, 91/94, 96
QXQ: Looking for work includes:
- sending out resumes/filling out job applications
- using the campus job placement office
- reviewing and responding to want ads
- attending recruiting fairs
- job networking
- using an employment agency

JOBEXPERIENCE
AQ number: 326
Other than internships required for your degree, did you have any work experience related to your degree field before graduating from college?

ITERS:
RANGE:
QXQ: Internship: a supervised practical training providing work experience and credits toward a degree program.

EMPLOOP
AQ number: 327
Now I want to talk about your job history since graduation. Have you worked at any jobs for pay since graduation?

ITERS:
QXQ: No Q x Q needed.
JOBNUMBER AQ number: 328
How many jobs have you held since graduation? (THE JOB DOES NOT HAVE TO BEGIN AFTER GRADUATION. ANY JOB WORKED AFTER GRADUATION SHOULD BE COUNTED)
SAMPLE:
SKIP:
ITERS: 
RANGE: 1/10
QXQ: Include both full and part-time jobs. If R was employed by a temporary work agency and worked several different assignments, consider the temp agency to be the employer. The key distinction is who is paying R. If the agency pays R, the agency is the employer.
INSTRUCTIONS:
========================================================================================================================================================================

JOBNAME AQ Number: 330
What are the names of these employers in the order you began working for them beginning with the first employer after graduation? (INTERVIEWER: PROBE: Have you worked for anyone else since graduation?) READ THE RESPONSE LIST BACK TO THE RESPONDENT AND CONFIRM THAT THE ORDER OF JOBS IS COMPLETE AND CORRECT. ALTER LIST IF NEEDED.
SAMPLE:
SKIP:
ITERS: 
RANGE:
QXQ: If a job began before graduation and continued after graduation, include that job.
Spell out the complete name of the employer; do not use abbreviations.
INSTRUCTIONS:
========================================================================================================================================================================

STARTDATE AQ number: 332
When did your job with JOBNAME start?
SAMPLE:
SKIP:
ITERS: 10
RANGE: 1/12, 30/94
QXQ: If R was employed for any portion of a month (even just one day), R is considered to be employed for that month by the employer.
INSTRUCTIONS: NUMBER OF LOOPS SHOULD MATCH RESPONSE TO JOBNUMBER. Dates entered cannot be later than today's date.
========================================================================================================================================================================

ENDDATE AQ number: 334
When did this job end?
(CODE 96/96 IF STILL EMPLOYED AT THIS JOB)
SAMPLE:
SKIP:
ITERS: 10
RANGE: 1/12, 92/94, 96
QXQ: If R was employed for any portion of a month (even just one day), R is considered to be employed for that month by the employer.
INSTRUCTIONS:
========================================================================================================================================================================

FULL_PART_TIME During this time, (are/were) you primarily employed full or part-time?
AQ number: 336
SAMPLE:
1 FULL TIME
2 PART TIME
SKIP:
ITERS: 10
RANGE:
QXQ: Full-time employment = 35 or more hours per week at a given job.
Part-time employment = fewer than 35 hours per week at a given job.
INSTRUCTIONS: ask only if employed in empstatmonth(n); loop back to empstatmonth(n) for next month (date of graduation + 1)
========================================================================================================================================================================

WORKLOOK AQ number: 338
Were you looking for work between GRADUATION DATE/ENDDATE and STARTDATE/CURRENT DATE?
SAMPLE:
1 YES
2 NO
SKIP: IF WORKLOOK = 3 THEN GOTO TO NEXT LOOP
ITERS: 10
RANGE:
QXQ: Looking for work includes:
- Sending out resumes/filling out job applications
- Using the campus job placement office
- Reviewing and responding to want ads
- Attending recruiting fairs
- Job networking
- Using an employment agency
INSTRUCTIONS:
UNEMPLOYSPELL AQ number: 339 During that time, were you receiving unemployment benefits? SAMPLE:

1 YES
2 NO

ITERS: 10
RANGE: 

QXQ: Unemployment benefits: payments received from the government while you are out of work and looking for a job, including money from state employment insurance funds and railroad unemployment benefits.

========================================================================================================

UNEMPLREASONMONTH(N) AQ number: 340 What was your main reason for not working, during this period? SAMPLE: ASK IF WORKLOOK = 2

1 WAITING FOR NEW JOB TO START
2 GOING TO SCHOOL FULL TIME
3 Didn't WANT TO WORK
4 FAMILY RESPONSIBILITIES
5 PHYSICALLY UNABLE TO WORK
6 LAID OFF
7 RETIRED
8 TRAVEL
9 OTHER

ITERS: 10
RANGE: 

QXQ: If R gives more than one reason, probe R for MAIN reason and record that reason. If R insists on both reasons being the main reason, select OTHER and record both reasons there.

========================================================================================================

EXPECTBEGINJOB AQ number: 427 When do you expect to begin working at a full-time job? (IF NECESSARY: What is your best guess?) SAMPLE: Ask if unemployed, out of labor force, or employed part-time at last month-by-month employment questions

INTERVIEWER: CODE 88/88 IF RESPONDENT SAYS "NEVER"

ITERS:
RANGE: 1/12, 94/99, 88

QXQ: Full-time job = working 35 or more hours per week. INSTRUCTIONS: DATE MUST BE LATER THAN TODAY'S DATE.

========================================================================================================

APRILJOBSTART AQ number: 444 When did you start working at "APRILJOBEMPLOYER"? SAMPLE: 

ITERS:
RANGE: 0/12, 10/94

QXQ: If R was employed for any portion of a month (even just one day), R is considered employed for that month.

========================================================================================================

APRILJOBEND AQ number: 446 When did you stop working at "APRILJOBEMPLOYER", or are you still there? SAMPLE: (INTERVIEWER: IF STILL EMPLOYED AT FIRST JOB, CODE 96/96)

ITERS:
RANGE: 1/12, 94, 96

QXQ: If R was employed for any portion of a month (even just one day), R is considered employed for that month.
APRILJOBCONFIRM  AQ Number: 448  
During April, 1994, your main employer was JOBNAME. That job began on STARTDATE and continued until ENDDATE. Is that correct?

1 YES  
2 NO  
SKIP: IF APRILJOBCONFIRM = 1 THEN GOTO APRILJOBEMPLOYER

ITERS:  
RANGE:  
QXQ: "Main employer" means the employer you worked the most hours for during April, 1994. If you worked for two employers during April, 1994, for the same number of hours, the employer who provided you with the most income during that month is your "main employer."

APRILJOBEMPLOYER  AQ number: 449  
During April of this year, where were you employed? What was the name of your main employer?

DO NOT USE ABBREVIATIONS  
SKIP:  
ITERS:  
RANGE:  
QXQ: Employed means holding a job and working for pay.  
INSTRUCTIONS:  
If R has more than one April job, probe for full time employer.  If more than one full time job, pick the job with most hours worked in April.  If the number of hours is equal, select the job with the highest salary.  
If R was on Workmen's Compensation during April, he is considered employed for April.

APRILJOBOCCUPATIONV  AQ number: 452  
What is your occupation?  (IF NECESSARY: Can you describe your job?  What type of work (do you/did you) do at "APRILJOBEMPLOYER"?  

INTERVIEWER: PROBE ABBREVIATIONS AND CODE OCCUPATION  
SKIP:  
ITERS:  
RANGE:  
QXQ: Spell out the complete job title; do not use abbreviations.

APRILJOBINDUSTRYV  AQ number: 456  
And what type of business or industry (is/was) that?  (For example, a grocery store, restaurant, retail shoe store, automobile factory, state government agency)  

INTERVIEWER: CODE INDUSTRY  
SKIP:  
ITERS:  
RANGE:  
QXQ: Spell out the type of business or industry; do not use abbreviations.

APRILJOBTYPET  AQ number: 458  
Would you say this job (is/was)...

1 Professional  
2 Managerial  
3 Technical  
4 or some other type (INCLUDE CLERICAL, UNSKILLED LABOR, ETC.)  
SKIP:  
ITERS:  
RANGE:  
QXQ: Professional: related to a profession (an occupation or vocation requiring training in the liberal arts or the sciences and advanced study in a specialized field, for example, law or medicine).  
INSTRUCTIONS:  

does not use abbreviations.
APRILJOB#HOURS  How many hours a week (do you/did you) work at "APRILJOBEMPLOYER"?  SAMPLE:
AQ number: 459  (IF NEEDED: What do you think is the average number of hours you work each week?)  SKIP:
ITERS:  RANGE: 1/90
QXQ: If R has an unusual work schedule, ask R the average number of hours worked per week during April.

JOBSTUDENTA  While you were employed at APRILJOBEMPLOYER, were you also enrolled in school?  SAMPLE: IF POSTBAED = 2, REF, DK, MISSING THEN GOTO APRILJOBSTSALARY$
AQ number: 460
1    YES  SKIP: IF JOBSTUDENTA = 2, REF, DK THEN GOTO APRILJOBSTSALARY$
2    NO
ITERS:  RANGE: 1/90
QXQ: No Q X Q needed  INSTRUCTIONS:

APRILSTUDENT  While at APRILJOBEMPLOYER, did you consider yourself to primarily be...  SAMPLE:
AQ number: 461
1 a student  SKIP: IF APRILSTUDENT = 2 THEN GOTO APRILJOBSTSALARY$
2 an employee
ITERS:  RANGE: 1/90
QXQ: No Q X Q needed.  INSTRUCTIONS:

APRILJOBONCAMPUS  (Is/was) this job located on the campus of the school you were attending?  SAMPLE:
AQ number: 462
1    YES  SKIP:
2    NO
ITERS:  RANGE: 1/90
QXQ: On campus means that location of the workplace is physically on the college or university campus. It does not necessarily mean that the college or university is the employer.  INSTRUCTIONS:

APRILJOBSTUDENT  (Is/Was) this job...  SAMPLE:
AQ number: 463
1 a teaching assistantship  SKIP:
2 a research assistantship
3 an internship
4 co-op placement
5 was it none of these?
ITERS:  RANGE: 1/90
QXQ: Internship: a supervised practical training providing work experience and credits toward a degree program.  INSTRUCTIONS:

APRILJOBSTSALARY$  How much were you earning at "APRILJOBEMPLOYER" in April of this year? Please include any commissions, tips or bonuses.  SAMPLE:
AQ number: 464  (INTERVIEWER: ENTER DOLLAR AMOUNT IN THIS FIELD, INCLUDING DECIMAL POINT)  SKIP:
ITERS:  RANGE: 0/999000.00
QXQ: For workers with non-standard incomes (such as commission or piece paid workers), record total wage/salary income for the entire month.  INSTRUCTIONS:
APRILJOBSTSALARYPER  Was that...?
AQ number: 465
(IF ANOTHER RATE IS GIVEN CONVERT TO AN ALLOWABLE CODE)
1 Per hour (Hourly rate)
2 Per day (Daily rate)
3 Per week (Weekly)
4 Per month (Monthly)
5 Per year (Annual salary)

ITERs:  
QXQ: For workers with non-standard incomes (such as commission or piece paid workers), record total wage/salary income for the entire month.

INSTRUCTIONS:  

APRILJOBSTSALARY_CHECK  You said you make "APRILJOBSTSALARY$" per "APRILJOBSTSALARYPER". Is that right?
AQ number: 466
1 YES  
2 NO

ITERs:  
QXQ: No Q x Q needed.

INSTRUCTIONS: Insert = APRILJOBSTSALARY$ and APRILJOBSTSALARYPER

APRILJOBSECT  Is "APRILjobemployer" ...
AQ number: 467
1 a for-profit firm or private individual
2 a non-profit organization
3 a branch of the Federal government
4 part of the State government
5 a Local government unit or
6 are you self-employed?

ITERs:  
QXQ: No Q x Q needed.

INSTRUCTIONS:

APRILJOBDEGREE  Was a college degree required to obtain this job?
AQ number: 468
1 YES  
2 NO

ITERs:  
QXQ: No Q x Q needed.

INSTRUCTIONS:

APRILJOB.obtain  How did you find out about this job?
AQ number: 469
(CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED)
1 REFERRED BY FAMILY, FRIENDS, PROFESSORS
2 WANT AD
3 CAMPUS JOB PLACEMENT OFFICE
4 EXPLORED POSSIBLE JOB OPPORTUNITIES THROUGH INTERVIEW
5 WAS RECRUITED BY HEADHUNTER /EMPLOYMENT AGENCY/RECRUITER
6 ADVANCEMENT IN COMPANY WHERE PREVIOUSLY EMPLOYED
7 VOLUNTEER/INTERNSHIP WORK IN FIELD
8 CONTACTED IN RESPONSE TO BLIND RESUME
9 RECRUITING FAIR
10 PROFESSIONAL OR TRADE JOURNAL
11 JOB ANNOUNCEMENT IN UNEMPLOYMENT OFFICE
12 PROFESSIONAL MEETING
13 RESPONSE TO WANT AD I PLACED
14 OTHER

ITERs:  
QXQ: Campus placement office: office is a part of the college or university. Headhunter: recruits personnel for corporations. Recruiting fair: a gathering to inform individuals seeking employment about jobs available from various employers.
APRILJOBOFFERSF
Did you receive any other job offers for similar positions in this field? 

AQ number: 470

1  YES
2  NO

SKIP: IF APRILJOBOFFERSF = 2 THEN GOTO APRILJOBRELATED2

ITERS:
RANGE:
QXQ: No Q x Q needed.

INSTRUCTIONS:

APRILOFFERNUMBER
AQ Number: 

How many other offers did you receive?

471

SKIP:

ITERS:
RANGE: 1/900
QXQ: No Q x Q needed.

INSTRUCTIONS:

APRILJOBRELATED2
AQ number: 472

How closely related is this job to your field of study?

SKIP: IF APRILJOBRELATED2 = 1, 2, REF, DK THEN GOTO APRILJOBSATISFY

ITERS:
RANGE:
QXQ: Field of study is the most current field of study.

IF R is not in graduate school, then the field of study refers to the Baccalaureate degree major.

APRILJOBREASON
AQ number: 473

What was your main reason for taking this job?

SKIP:

ITERS:
RANGE:
QXQ: "Manual" occupation: a job that involves working with your hands.

INSTRUCTIONS:

APRILJOBSATISFIED
AQ Number: 474

How satisfied (are/were) you with the fringe benefits at APRILJOBEMPLOYER? 

(Are/Were) you...

1  very satisfied
2  somewhat satisfied
3  dissatisfied

SKIP:

ITERS:
RANGE:
QXQ: FRINGE BENEFITS ARE ANY BENEFITS OTHER THAN SALARY OFFERED BY AN EMPLOYER TO AN EMPLOYEE. EXAMPLES INCLUDE PAID VACATION, PAID SICK LEAVE, AND GROUP HEALTH INSURANCE.

INSTRUCTIONS:

APRILJOBSATISFY
AQ number: 474

How satisfied (are/were) you with the pay at APRILJOBEMPLOYER? 

(Are/Were) you...

1  very satisfied
2  somewhat satisfied
3  dissatisfied

SKIP:

ITERS:
RANGE:
QXQ: This question asks only about pay, not about fringe benefits which are dealt with in the next question.
APRILJOBSATISFY(1) How satisfied (are/were) you with the importance and challenge of your job at APRILJOBEMPLOYER? (Are/Were) you...
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
RANGE:
QXQ: No Q x Q needed.

SAMPLE:

APRILJOBSATISFY(2) How satisfied (are/were) you with the working conditions at APRILJOBEMPLOYER? (Are/Were) you...
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
RANGE:
QXQ: No Q x Q needed.

SAMPLE:

APRILJOBSATISFY(3) How satisfied (are/were) you with your opportunity for promotion at APRILJOBEMPLOYER? (Are/Were) you...
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
RANGE:
QXQ: No Q x Q needed.

SAMPLE:

APRILJOBSATISFY(4) How satisfied (are/were) you with the job security at APRILJOBEMPLOYER? (Are/Were) you...
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
RANGE:
QXQ: Job security deals with how likely it is that a particular job will be phased out in a given time, or how likely R will be laid off or fired from the job.

SAMPLE:

APRILJOBSATISFY(5) How satisfied (are/were) you with your supervisor at APRILJOBEMPLOYER? (Are/Were) you...
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
RANGE:
QXQ: No Q x Q needed.

SAMPLE:

APRILJOBSATISFY(6) How satisfied (are/were) you with your relationships with co-workers at APRILJOBEMPLOYER? (Are/Were) you...
1 very satisfied
2 somewhat satisfied
3 dissatisfied

ITERS:
RANGE:
QXQ: No Q x Q needed.

SAMPLE:
APRILJOBSATISFY(7)  AQ number: 482
How satisfied (are/were) you with your opportunity for further education at "APRILJOBEMPLOYER"? (Are/Were) you...

1 very satisfied  
2 somewhat satisfied  
3 dissatisfied

TERS:  RANGE: 
QXQ: No Q x Q needed.

APRILJOBPOTENTIAL  AQ number: 483
Would you say your job at "APRILJOBEMPLOYER" (has/had)...

1  Definite career potential  
2  Possible career potential or  
3  Not much career potential

TERS:  RANGE: 
QXQ: No Q x Q needed.

APRILJOBBENEFITS  AQ number: 484
(Did your job/Does your job) at "APRILJOBEMPLOYER" provide: Health or dental insurance

1 YES  
2 NO

TERS:  RANGE: 
QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

APRILJOBBENEFITS(1) AQ Number: 485
(Did your job/Does your job) at "APRILJOBEMPLOYER" provide: Retirement benefits

1 YES  
2 NO

TERS:  RANGE: 
QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

APRILJOBBENEFITS(2) AQ Number: 486
(Did your job/Does your job) at "APRILJOBEMPLOYER" provide: Paid vacation or holidays

1 YES  
2 NO

TERS:  RANGE: 
QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

APRILJOBBENEFITS(3) AQ Number: 487
(Did your job/Does your job) at "APRILJOBEMPLOYER" provide: Paid sick leave

1 YES  
2 NO

TERS:  RANGE: 
QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

APRILJOBBENEFITS(4) AQ Number: 488
(Did your job/Does your job) at "APRILJOBEMPLOYER" provide: Tuition reimbursement benefits

1 YES  
2 NO

TERS:  RANGE: 
QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.
APRILJOBENEFITS(5) AQ Number: 489
(Did your job/Does your job) at "APRILJOBEMPLOYER" provide: SAMPLE:
Family related benefits such as maternity leave, child care or elder care
1 YES SKIP:
2 NO
ITERS:
RANGE:
QXQ: Family related benefits include maternity or
paternity leave, on-site child care, child care
assistance, elder care, and sick child care.

APRILFILTERJOB AQ number: 490
Is this job with "APRILJOBEMPLOYER" also the job at which you worked the most number of hours in 1993 since graduation? SAMPLE:
1 YES SKIP: IF APRILFILTERJOB = 1, DK, REF GOTO TEACH.
2 NO
ITERS:
RANGE:
QXQ: No Q x Q needed.

APRILFILTERPJOB AQ number: 490
Is this job with "APRILJOBEMPLOYER" also the job at which you worked the most number of hours in 1993 since graduation? SAMPLE:
1 YES SKIP: IF APRILFILTERPJOB = 1, DK, REF GOTO TEACH.
2 NO
ITERS:
RANGE:
QXQ: No Q x Q needed.

PJOBLIST AQ Number: 503
Which of the following jobs was your primary job in 1993? By primary, I mean the job that you worked the most number of hours during 1993 since graduation. SAMPLE:
INSERT ALL JOBS WORKED DURING 1993 FROM JOBLIST PLUS
91. INSERT NEW JOB
SKIP: IF PJOBLIST = REF THEN GOTO TEACH

PJOBSTART AQ number: 507
When did you start working there? SAMPLE:
SKIP:
ITERS:
RANGE: 1/12, 91/94
QXQ: If R was employed for any portion of a month (even just one day), R is considered to be employed for the month by the employer.

PJOBEND AQ number: 508
When did you stop working there? SAMPLE:
(INTERVIEWER: IF STILL EMPLOYED, CODE 96/96)
SKIP:
ITERS:
RANGE: 1/12, 91/94, 96
QXQ: If R was employed for any portion of a month (even just one day), R is considered to be employed for the month by the employer.

CONFIRM(2) AQ Number: 510
Name of your employer which you worked the most total number of hours in 1993 was: SAMPLE:
(INSERT FROM LIST OF EMPLOYERS)
Show start and end dates and confirm
1 YES SKIP: IF CONFIRM(2) = 1 THEN GOTO FJOBOCUPATION
2 NO
ITERS:
RANGE:
QXQ: No Q x Q needed.

PJOBEMPLOYER AQ number: 512
What was the name of the employer where you worked the most total number of hours in 1993 since graduation? SAMPLE:
DO NOT USE ABBREVIATIONS
SKIP:
ITERS:
RANGE:
QXQ: No Q x Q needed.
What (is/was) your occupation at PJOBEMPLOYER?  
(SAMPLE:  
INTERVIEWER: DO NOT USE ABBREVIATIONS AND CODE OCCUPATION)

And what type of business or industry (was/is) that?  (For example, a grocery store, restaurant, retail shoe store, automobile factory, state government agency)  
INTERVIEWER PLEASE CODE INDUSTRY ON THE NEXT SCREEN

How many hours a week (do you/did you) work at "PJOBEMPLOYER"? (IF NEEDED: What do you think is the average number of hours you work each week?)

During the time you worked for "PJOBEMPLOYER" were you also enrolled in school?  

During the time you worked for PJOBEMPLOYER, did you consider yourself primarily to be...

(Is/was) this job located on campus?
(Is/Was) this job a...

1 teaching assistantship
2 research assistantship
3 internship
4 co-op placement
5 was it none of these?

ITERS:

RANGE:

QXQ: Internship: a supervised practical training
providing work experience and credits toward a
degree program.

How much were you earning with PJOBEMPLOYER in (December 1993/stopdate)? Please
include any commissions, tips or bonuses.

INTERVIEWER: ENTER DOLLAR AMOUNT IN THIS FIELD, INCLUDING DECIMAL POINT

ITERS:

RANGE: 0/999000.00

QXQ: For workers with non-standard incomes (such as
commission or piece paid workers), record total
wage/salary income for the entire month.

You said you make "PJOBSTSAALARY" per "PJOBSTSAALARYPER". Is that right?

ITERS:

RANGE:

QXQ: No Q x Q needed.

Would you say this job (is/was)...

1 Professional
2 Managerial
3 Technical
4 or some other type (INCLUDE CLERICAL, UNSKILLED LABOR, ETC.)

ITERS:

QXQ: Professional: related to a profession (an
occupation or vocation requiring training in the
liberal arts or the sciences and advanced study in
a specialized field, for example law or medicine).

Is "PJOBEMPLOYER" ...

1 a for-profit firm or private individual
2 a non-profit organization
3 a branch of the Federal government
4 part of the State government
5 a local government unit or
6 are you self-employed?

ITERS:

RANGE:

QXQ: No Q x Q needed.
PJOBDEGREE
Was a college degree required to obtain this job?  
SAMPLE:  
1 YES  
2 NO  
SKIP:  
ITERS:  
RANGE:  
QXQ: No Q x Q needed.  
INSTRUCTIONS:  

PJOBSTAIND
How did you find out about this job?  
SAMPLE:  
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED  
1 REFERRED BY FAMILY, FRIENDS, PROFESSORS  
2 WANT AD  
3 CAMPUS JOB PLACEMENT OFFICE  
4 EXPLORED POSSIBLE JOB OPPORTUNITIES THROUGH INTERVIEW  
5 WAS RECRUITED BY HEADHUNTER /EMPLOYMENT AGENCY/RECRUITER  
6 ADVANCEMENT IN COMPANY WHERE PREVIOUSLY EMPLOYED  
7 VOLUNTEER/INTERNSHIP WORK IN FIELD  
8 CONTACTED IN RESPONSE TO BLIND RESUME  
9 RECRUITING FAIR  
10 PROFESSIONAL OR TRADE JOURNAL  
11 JOB ANNOUNCEMENT IN UNEMPLOYMENT OFFICE  
12 PROFESSIONAL MEETING  
13 RESPONSE TO WANT AD I PLACED  
14 OTHER  
ITERS:  
RANGE:  
QXQ: Campus job placement office: office is a part of the college or university.  
Headhunter: recruits personnel for corporations.  
Recruiting fair: gathering to inform individuals seeking employment about jobs available from various employers.  
INSTRUCTIONS:  

PJOBOFFERSF
Did you receive any other job offers for similar positions in this field?  
SAMPLE:  
1 YES  
2 NO  
SKIP: IF PJOBOFFERSF = 2 THEN GOTO PJOBRELATED2  
ITERS:  
RANGE:  
QXQ: No Q x Q needed.  
INSTRUCTIONS:  

PJOBOFFERSD
AQ Number: 534
How many other job offers did you receive?  
SAMPLE:  
SKIP:  
ITERS:  
RANGE: 1/900  
QXQ: No Q x Q needed.  
INSTRUCTIONS:  

PJOBRELATED2
How closely related is this job to your field of study?  
SAMPLE:  
1 closely  
2 somewhat  
3 not at all  
SKIP: IF PJOBRELATED = 1 or 2 THEN GOTO PJOBSATISFY  
ITERS:  
RANGE:  
QXQ: Field of study is the most current field of study.  
If R is not in graduate school, then the field of study refers to the Baccalaureate degree major.  
INSTRUCTIONS:  

49
PJOBREASON AQ number: 536
What was your main reason for taking this job? SAMPLE:
1 ONLY JOB I COULD FIND
2 PAY WAS BETTER THAN OTHER JOB(S)
3 HELD JOB PRIOR TO GRADUATING
4 CURIOUS ABOUT THIS TYPE OF WORK
5 BETTER OPPORTUNITY FOR ADVANCEMENT
6 OPPORTUNITY TO HELP PEOPLE / BE USEFUL TO SOCIETY
7 WANTED TO WORK IN A "MANUAL" OCCUPATION
8 OTHER
ITERS:
QXQ: "Manual" occupation: a job that involves working with your hands.

PJOBSATISFY AQ Number: 537
Were you satisfied with the pay at PJOBEMPLOYER? Were you...
SAMPLE:
1 very satisfied
2 somewhat satisfied
3 dissatisfied
ITERS:
RANGE: No Q x Q needed.

PJOBSATISFACTION AQ number: 538
Were you satisfied with the fringe benefits at "PJOBEMPLOYER"? Were you...
SAMPLE:
1 very satisfied
2 somewhat satisfied
3 dissatisfied
ITERS:
RANGE: Fringe Benefits: Any non-salary benefits offered by an employer to its employees. Examples: - Group health insurance - Paid vacation time - Company child care program - Paid sick leave

PJOBSATISFY(1) AQ number: 539
Were you satisfied with the importance and challenge of your job at "PJOBEMPLOYER"? Were you...
SAMPLE:
1 very satisfied
2 somewhat satisfied
3 dissatisfied
ITERS:
RANGE: No Q x Q needed.

PJOBSATISFY(2) AQ number: 540
Were you satisfied with the working conditions at "PJOBEMPLOYER"? Were you...
SAMPLE:
1 very satisfied
2 somewhat satisfied
3 dissatisfied
ITERS:
RANGE: No Q x Q needed.

PJOBSATISFY(3) AQ number: 541
Were you satisfied with your opportunity for promotion at "PJOBEMPLOYER"? Were you...
SAMPLE:
1 very satisfied
2 somewhat satisfied
3 dissatisfied
ITERS:
RANGE: No Q x Q needed.
PJOBSATISFY(4) Were you satisfied with job security at "PJOBEMPLOYER"? Were you...
AQ number: 542
1 very satisfied 2 somewhat satisfied 3 dissatisfied
ITERS: RANGE: QXQ: Job security deals with how likely it is that a particular job will be phased out in a given time or how likely the R is to be fired or laid off.

PJOBSATISFY(5) Were you satisfied with your supervisor at "PJOBEMPLOYER"? Were you...
AQ number: 543
1 very satisfied 2 somewhat satisfied 3 dissatisfied
ITERS: RANGE: QXQ: No Q x Q needed.

PJOBSATISFY(6) Were you satisfied with your relationships with co-workers at "PJOBEMPLOYER"? Were you...
AQ number: 544
1 very satisfied 2 somewhat satisfied 3 dissatisfied
ITERS: RANGE: QXQ: No Q x Q needed.

PJOBSATISFY(7) Were you satisfied with your opportunity for further education at "PJOBEMPLOYER"? Were you...
AQ number: 545
1 very satisfied 2 somewhat satisfied 3 dissatisfied
ITERS: RANGE: QXQ: No Q x Q needed.

PJOBPOTENTIAL Would you say your job at "PJOBEMPLOYER" had...
AQ number: 546
1 Definite career potential 2 Possible career potential or 3 Not much career potential
ITERS: RANGE: QXQ: No Q x Q needed.

PJOBBENEFITS1 AQ Number: 547 Did your job at "PJOBEMPLOYER" provide:
Health or dental insurance
1 YES 2 NO
ITERS: RANGE: QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

PJOBBENEFITS2 AQ Number: 548 Did your job at "PJOBEMPLOYER" provide:
Retirement benefits
1 YES 2 NO
ITERS: RANGE: QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.
PJOBBENEFITS3 AQ Number: 549 Did your job at "PJOBEMPLOYER" provide: Paid vacation or holidays
1 YES 2 NO

ITERS: RANGE:
QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

PJOBBENEFITS4 AQ Number: 550 Did your job at "PJOBEMPLOYER" provide: Paid sick leave
1 YES 2 NO

ITERS: RANGE:
QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

PJOBBENEFITS5 AQ Number: 551 Did your job at "PJOBEMPLOYER" provide: Tuition Reimbursement Benefits
1 YES 2 NO

ITERS: RANGE:
QXQ: Code yes if company offers the benefit, even if the R is not taking advantage of the benefits.

PJOBBENEFITS6 AQ Number: 552 Did your job at "PJOBEMPLOYER" provide: Family related benefits such as maternity leave, child care or elder care
1 YES 2 NO

ITERS: RANGE:
QXQ: Family related benefits include maternity or paternity leave, on-site child care, child care assistance, elder care, and sick child care.

TEACH Now I have some questions about teaching.
AQ number: 559 Have you ever trained or worked as a teacher at the preschool, grade school, or high school level, or are you currently considering teaching at these levels?
1 YES 2 NO

ITERS: RANGE:
QXQ: Do not include tutoring. Do not include post-secondary teaching experiences (teaching above the high school level).

CERTIFIE Are you certified or licensed by any state to teach?
AQ number: 560
1 YES 2 NO

ITERS: RANGE:
QXQ: In almost every state one must have or be working towards state certification in teaching to teach in public schools. Each state has its own certification methods and some states accept certification of another state. One does not need to have certification to teach in most state's private schools.

CERTIFIB In how many states are you currently certified?
AQ number: 561
1

ITERS: 1 RANGE: 1/52
QXQ: No Q x Q needed.
CERTDATE
AQ number: 563
When was that certificate issued?
SAMPLE:

ITERS: 10
RANGE: 1/12, 40/94
QXQ: May be the date of notice of certification, the date passed the certification examination, or the date the actual certificate was received.
INSTRUCTIONS: DATE MUST BE EARLIER THAN CURRENT DATE.

CERTSTAT
AQ number: 563
(Since you are certified in more than ten states, may I have the names of the ten most recent certifications)
SAMPLE:

What state is that?
ELSE
What state is the first? -

ITERS: 10
RANGE:
QXQ: If respondent is certified in more than 10 states, pick up the information for the 10 most recent certifications.
INSTRUCTIONS: INSERT PREAMBLE ONLY IF CERTIфи IS GREATER THAN 10.

CERTYPE
AQ number: 566
What kind of certificate or license do you currently hold in that state?
SAMPLE:

1 Regular
2 Advanced
3 Probationary (all requirements satisfied except completion of probationary period)
4 Temporary (additional coursework or student teaching required)
5 Emergency (insufficient teacher preparation; must complete regular certification program to continue teaching)
6 Other

ITERS: 10
RANGE:
QXQ: No Q x Q needed.
INSTRUCTIONS:

NEW_QS AQ number: 567
Are you certified through an alternative certification program issued by that state?
SAMPLE:

1 YES
2 NO

ITERS: 10
RANGE:
QXQ: If R is unclear what an alternative certificate program is, record NO.
INSTRUCTIONS:

NEW_QS2 AQ Number: 568
What type of alternative certification program did you complete? (RECORD VERBATIM)
SAMPLE:

ITERS: 10
RANGE:
QXQ: NO QXQ NEEDED.
INSTRUCTIONS:

OTHCERT AQ number : 570
Do you have certification from other accrediting organizations (such as private schools)?
SAMPLE:

1 YES
2 NO

ITERS:
RANGE:
QXQ: Some religious organizations certify teachers.
INSTRUCTIONS:
What level(s) are you certified to teach?

CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

1 PREKINDERGARTEN
2 KINDERGARTEN
3 LOWER ELEMENTARY
4 UPPER ELEMENTARY
5 MIDDLE SCHOOL/JUNIOR HIGH
6 HIGH SCHOOL

RANGE:
- Lower elementary = grades 1-3
- Upper elementary = grades 4-6
- Middle school = grades 6-9
- High school = grades 9-12

In addition to your "CERTYPE" certificate, do you have any other teaching certificates or special subject endorsements?

CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

BUSINESS AND VOCATIONAL
01 ACCOUNTING
02 AGRICULTURE
03 BUSINESS, MARKETING
04 HEALTH OCCUPATIONS
05 HOME ECONOMICS
06 INDUSTRIAL ARTS
07 MILITARY SCIENCE
08 TECHNICAL
09 TRADE AND INDUSTRY
10 OTHER VOCATIONAL EDUCATION

SCIENCE AND MATHEMATICS
11 BIOLOGY/LIFE SCIENCE
12 CHEMISTRY
13 GEOLOGY/Earth SCIENCE/SPACE SCIENCE
14 PHYSICS
15 COMPUTER SCIENCE
16 MATHEMATICS
17 GENERAL AND ALL OTHER SCIENCE

FOREIGN LANGUAGES
18 BILINGUAL EDUCATION
19 FRENCH
20 GERMAN
21 LATIN
22 RUSSIAN
23 SPANISH
24 OTHER FOREIGN LANGUAGES

SPECIAL EDUCATION
25 BASIC SKILLS AND REMEDIAL EDUCATION
26 DEAF AND HARD OF HEARING
27 EMOTIONALLY DISTURBED
28 GIFTED
29 MENTALLY RETARDED
30 MILDLY HANDICAPPED
31 ORTHOPEDICALLY HANDICAPPED
32 SEVERELY HANDICAPPED
33 SPECIFIC LEARNING DISABILITIES
34 SPEECH/LANGUAGE IMPAIRED
35 VISUALLY HANDICAPPED
36 SPECIAL EDUCATION, GENERAL
37 OTHER SPECIAL EDUCATION
38 ENGLISH AS A SECOND LANGUAGE
39 ENGLISH LANGUAGE ARTS
40 JOURNALISM
41 READING

SOCIAL SCIENCES
42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)
43 PHILOSOPHY
44 RELIGION
45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)

THE ARTS
46 ART
47 DANCE
48 DRAMA/THEATER
49 MUSIC

OTHER
50 PHYSICAL EDUCATION/HEALTH
51 GENERAL ELEMENTARY
52 KINDERGARTEN
53 PREKINDERGARTEN
54 ALL OTHERS

BESTQUAL: In which of those fields are you best qualified to teach? SAMPLE:
AQ number: 577

BUSINESS AND VOCATIONAL SKIP:
01 ACCOUNTING
02 AGRICULTURE
03 BUSINESS, MARKETING
04 HEALTH OCCUPATIONS
05 HOME ECONOMICS
06 INDUSTRIAL ARTS
07 MILITARY SCIENCE
08 TECHNICAL
09 TRADE AND INDUSTRY
10 OTHER VOCATIONAL EDUCATION

SCIENCE AND MATHEMATICS
11 BIOLOGY/LIFE SCIENCE
12 CHEMISTRY
13 GEOLOGY/Earth SCIENCE/SPACE SCIENCE
14 PHYSICS
15 COMPUTER SCIENCE
16 MATHEMATICS
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32 SEVERELY HANDICAPPED
33 SPECIFIC LEARNING DISABILITIES
SPEECH/LANGUAGE IMPAIRED
35 VISUALLY HANDICAPPED
36 SPECIAL EDUCATION, GENERAL
37 OTHER SPECIAL EDUCATION
ENGLISH/LANGUAGE ARTS
38 ENGLISH AS A SECOND LANGUAGE
39 ENGLISH LANGUAGE ARTS
40 JOURNALISM
41 READING

SOCIAL SCIENCES
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45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)

THE ARTS
46 ART
47 DANCE
48 DRAMA/THEATER
49 MUSIC

OTHER
50 PHYSICAL EDUCATION/HEALTH
51 GENERAL ELEMENTARY
52 KINDERGARTEN
53 PREKINDERGARTEN
54 ALL OTHERS

ITERS:                          RANGE:
QXQ: Get R's personal evaluation of what they are best qualified to teach, not necessarily what R is best trained or educated in.
INSTRUCTIONS: CODES SHOULD BE THOSE CHOSEN IN "FIELDSER2".

APPLICAT                        ITERS:                          RANGE: 0/500
AQ number: 578                  A starting from your graduation, how many applications for teaching positions have you submitted?
SKIP: IF "APPLICAT" = 0 THEN GOTO "NEVAPPLI"  
QXQ: "Graduation" refers to your recent graduation from your bachelor degree program.
INSTRUCTIONS:

OFFERS                          ITERS:                          RANGE: 0/100
AQ number: 579                  How many offers for teaching positions have you received?
SKIP: IF "OFFERS" = 0 THEN GOTO B4DEGREE  
QXQ: Teaching offers can be formal or informal, written or verbal.
INSTRUCTIONS:

ACCOFFER                        ITERS:                          RANGE:  
AQ number: 581                  Did you accept (THAT OFFER/ANY OF THOSE OFFERS)?
1    YES
2    NO
SKIP: IF "ACCOFFER" = 2 THEN GOTO NOTACCEP; IF "ACCOFFER" = 1 THEN GOTO "B4DEGREE"  
QXQ: No Q x Q needed.
INSTRUCTIONS: IF "OFFERS" = 1 THEN LET "INSERT = "that offer";
let "INSERT" = "any of those offers";

NEVAPPLI                        ITERS:                          RANGE:  
AQ number: 582                  What are the reasons you did not apply for a teaching position?
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
1 ALREADY HAD TEACHING JOB
2 NOT INTERESTED IN TEACHING
3 NEEDED MORE EDUCATION
4 HAD COURSEWORK BUT NOT READY TO APPLY
5 JOBS HARD TO GET
6 STUDENT TEACHING WAS DISCOURAGING
7 MORE MONEY OR PRESTIGE IN OTHER JOB
8 WANTED OTHER OCCUPATION
9 HAVEN'T TAKEN OR COULDN'T PASS THE REQUIRED TEST OR NOT YET CERTIFIED
10 OTHER
QXQ: No Q x Q needed.
INSTRUCTIONS:
NOTACCEPT

Why did you not accept a teaching position?

CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

1. RECEIVED OFFER AFTER ANOTHER JOB WAS ACCEPTED
2. PAY WAS NOT ADEQUATE
3. JOB OFFER WAS TOO FAR AWAY FROM HOME
4. JOB OFFER WAS IN A DANGEROUS OR DIFFICULT SCHOOL
5. OFFER WAS NOT IN AREA FOR WHICH QUALIFIED
6. ANOTHER JOB OFFERED MORE INTERESTING AND CHALLENGING WORK
7. OTHER

ITERS:
QXQ: Code all that apply. If respondent indicates an "other" and it seems similar to a category, probe to see if respondent agrees that that category should be chosen instead.

B4DEGREE

Were you employed as a teacher by a school or district other than as a student or substitute teacher before completing your degree requirements?

AQ number: 584

1. YES
2. NO

ITERS: 1
RANGE: "Your degree requirements" refers to the requirements for your recently obtained bachelor degree.

TJOBS

Have you held any teaching jobs in a school since earning your degree? (DO NOT INCLUDE STUDENT TEACHING, SUBSTITUTE TEACHING, TUTORING or TEACHER'S AIDES)

AQ number: 585

1. YES
2. NO

ITERS: 1
RANGE: Do not include student teaching, substitute teaching, tutoring or teacher aide positions.

JOBST

Which of the following jobs were teaching jobs? CODE ALL THAT APPLY

AQ Number: 587

INSERT JOB LIST FROM JOBNAME

ITERS: 1
RANGE: No QXQ needed.

SCHLNAME

Please tell me a little about the most recent school you taught at; the state and city it is in and the name of the school

AQ number: 589

School Name:
ELSEC SCHOOL CODING MODULE

ITERS: 1
RANGE: If R worked at multiple schools, ask the following series about the school where he/she worked the most number of hours or the school he/she considered to be the home base school.

STARTJOB

When did you start that teaching job?

AQ number: 595

ITERS: 1
RANGE: 1/12, 9/1/94
QXQ: If R was employed as a teacher for any portion of a month (even just one day), R is considered employed at that teaching job for that month.

INSTRUCTIONS: DATE ENTERED MUST BE LESS THAN CURRENT DATE AND GREATER THAN GRADUATION DATE
CURRENT
AQ number: 597
Are you currently employed at this job? (TEACHERS ON SUMMER VACATION AND PLANNING TO RETURN TO THE SAME PUBLIC SCHOOL DISTRICT OR TO THE SAME SCHOOL NEXT YEAR, CODE YES.)
1    YES
2    NO
ITERs: 1
RANGE: 1
QXQ: No Q x Q needed.

ENDJOB
AQ number: 598
When did you end that job?

GRADESTA
AQ number: 606
The following series refers to your full teaching assignment at all schools you were employed at between STARTJOB and ENDJOB.
What grades did/do you teach on this job?
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
01 PREKINDERGARTEN
02 KINDERGARTEN
03 FIRST GRADE
04 SECOND GRADE
05 THIRD GRADE
06 FOURTH GRADE
07 FIFTH GRADE
08 SIXTH GRADE
09 SEVENTH GRADE
10 EIGHTH GRADE
11 NINTH GRADE
12 TENTH GRADE
13 ELEVENTH GRADE
14 TWELFTH GRADE
ITERs: 1
RANGE: 1
QXQ: No QxQ needed.

MOSTTAUG
AQ number: 609
What grade did/do you teach the most?
01 PREKINDERGARTEN
02 KINDERGARTEN
03 FIRST GRADE
04 SECOND GRADE
05 THIRD GRADE
06 FOURTH GRADE
07 FIFTH GRADE
08 SIXTH GRADE
09 SEVENTH GRADE
10 EIGHTH GRADE
11 NINTH GRADE
12 TENTH GRADE
13 ELEVENTH GRADE
14 TWELFTH GRADE
ITERs: 1
QXQ: MAIN GRADE IS THE GRADE WITH THE MOST STUDENTS

58
What fields (DO/DID) you teach at this job?

**SAMPLE:**

**AQ number: 610**

**CODE ALL THAT APPLY**

**BUSINESS AND VOCATIONAL**

01 ACCOUNTING
02 AGRICULTURE
03 BUSINESS, MARKETING
04 HEALTH OCCUPATIONS
05 HOME ECONOMICS
06 INDUSTRIAL ARTS
07 MILITARY SCIENCE
08 TECHNICAL
09 TRADE AND INDUSTRY
10 OTHER VOCATIONAL EDUCATION

**SCIENCE AND MATHEMATICS**

11 BIOLOGY/LIFE SCIENCE
12 CHEMISTRY
13 GEOLOGY/Earth SCIENCE/SPACE SCIENCE
14 PHYSICS
15 COMPUTER SCIENCE
16 MATHEMATICS
17 GENERAL AND ALL OTHER SCIENCE

**FOREIGN LANGUAGES**

18 BILINGUAL EDUCATION
19 FRENCH
20 GERMAN
21 LATIN
22 RUSSIAN
23 SPANISH
24 OTHER FOREIGN LANGUAGES

**SPECIAL EDUCATION**

25 BASIC SKILLS AND REMEDIAL EDUCATION
26 DEAF AND HARD OF HEARING
27 EMOTIONALLY DISTURBED
28 GIFTED
29 MENTALLY RETARDED
30 MILDLY HANDICAPPED
31 ORTHOPEDICALLY HANDICAPPED
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34 SPEECH/LANGUAGE IMPAIRED
35 VISUALLY HANDICAPPED
36 SPECIAL EDUCATION, GENERAL
37 OTHER SPECIAL EDUCATION

**ENGLISH/LANGUAGE ARTS**

38 ENGLISH AS A SECOND LANGUAGE
39 ENGLISH LANGUAGE ARTS
40 JOURNALISM
41 READING

**SOCIAL SCIENCES**

42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)
43 PHILOSOPHY
44 RELIGION
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**THE ARTS**

46 ART
47 DANCE
48 DRAMA/THEATER
49 MUSIC

**OTHER**

50 PHYSICAL EDUCATION/HEALTH
51 GENERAL ELEMENTARY
52 KINDERGARTEN
53 PREKINDERGARTEN
54 ALL OTHERS

**ITERS: 1**

**RANGE:**

**QXQ: No Q x Q needed.**

**INSTRUCTIONS: CODE ALL THAT APPLY.**
OTHFIELD                        What (IS/WAS) the main field you (TEACH/TAUGHT) at this job?                        SAMPLE:
AQ number: 613
BUSINESS AND VOCATIONAL
01 ACCOUNTING
02 AGRICULTURE
03 BUSINESS, MARKETING
04 HEALTH OCCUPATIONS
05 HOME ECONOMICS
06 INDUSTRIAL ARTS
07 MILITARY SCIENCE
08 TECHNICAL
09 TRADE AND INDUSTRY
10 OTHER VOCATIONAL EDUCATION

SCIENCE AND MATHEMATICS
11 BIOLOGY/LIFE SCIENCE
12 CHEMISTRY
13 GEOLOGY/Earth SCIENCE/SPACE SCIENCE
14 PHYSICS
15 COMPUTER SCIENCE
16 MATHEMATICS
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23 SPANISH
24 OTHER FOREIGN LANGUAGES

SPECIAL EDUCATION
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26 DEAF AND HARD OF HEARING
27 EMOTIONALLY DISTURBED
28 GIFTED
29 MENTALLY RETARDED
30 MILDLY HANDICAPPED
31 ORTHOPEDICALLY HANDICAPPED
32 SEVERELY HANDICAPPED
33 SPECIFIC LEARNING DISABILITIES
34 SPEECH/LANGUAGE IMPAIRED
35 VISUALLY HANDICAPPED
36 SPECIAL EDUCATION, GENERAL
37 OTHER SPECIAL EDUCATION

ENGLISH/LANGUAGE ARTS
38 ENGLISH AS A SECOND LANGUAGE
39 ENGLISH LANGUAGE ARTS
40 JOURNALISM
41 READING

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THE ARTS
46 ART
47 DANCE
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OTHER
50 PHYSICAL EDUCATION/HEALTH
51 GENERAL ELEMENTARY
52 KINDERGARTEN
53 PREKINDERGARTEN
54 ALL OTHERS

INSTRUCTIONS: SELECT CODES FROM RESPONSES TO MAINFIELD.
NPREPARE  (Are you/were you) teaching any field for which you feel you (are not/were not) adequately prepared?  
AQ number: 614  
1    YES  
   SKIP: IF NPREPARE = 2, REF, DK, MISSING THEN  
2    NO  
   GOTO FULLPART  
ITERS: 1  
RANGE:  
QXQ: Get R's personal evaluation of what they are not adequately prepared to teach, not necessarily what R is least trained or educated in.

NPREPAR2  What fields (are you/were you) teaching that you feel you (are not/were not) adequately prepared to teach?  
AQ number: 615  
BUSINESS AND VOCATIONAL  
01 ACCOUNTING  
02 AGRICULTURE  
03 BUSINESS, MARKETING  
04 HEALTH OCCUPATIONS  
05 HOME ECONOMICS  
06 INDUSTRIAL ARTS  
07 MILITARY SCIENCE  
08 TECHNICAL  
09 TRADE AND INDUSTRY  
10 OTHER VOCATIONAL EDUCATION  
SCIENCE AND MATHEMATICS  
11 BIOLOGY/LIFE SCIENCE  
12 CHEMISTRY  
13 GEOLOGY/Earth SCIENCE/SPACE SCIENCE  
14 PHYSICS  
15 COMPUTER SCIENCE  
16 MATHEMATICS  
17 GENERAL AND ALL OTHER SCIENCE  
FOREIGN LANGUAGES  
18 BILINGUAL EDUCATION  
19 FRENCH  
20 GERMAN  
21 LATIN  
22 RUSSIAN  
23 SPANISH  
24 OTHER FOREIGN LANGUAGES  
SPECIAL EDUCATION  
25 BASIC SKILLS AND REMEDIAL EDUCATION  
26 DEAF AND HARD OF HEARING  
27 EMOTIONALLY DISTURBED  
28 GIFTED  
29 MENTALLY RETARDED  
30 MILDLY HANDICAPPED  
31 ORTHOPEDICALLY HANDICAPPED  
32 SEVERELY HANDICAPPED  
33 SPECIFIC LEARNING DISABILITIES  
34 SPEECH/LANGUAGE IMPAIRED  
35 VISUALLY HANDICAPPED  
36 SPECIAL EDUCATION, GENERAL  
37 OTHER SPECIAL EDUCATION  
ENGLISH/LANGUAGE ARTS  
38 ENGLISH AS A SECOND LANGUAGE  
39 ENGLISH LANGUAGE ARTS  
40 JOURNALISM  
41 READING  
SOCIAL SCIENCES  
42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)  
43 PHILOSOPHY  
44 RELIGION  
45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)  

61
THE ARTS
46 ART
47 DANCE
48 DRAMA/THEATER
49 MUSIC

OTHER
50 PHYSICAL EDUCATION/HEALTH
51 GENERAL ELEMENTARY
52 KINDERGARTEN
53 PREKINDERGARTEN
54 ALL OTHERS

ITERS: 1
RANGE:
QXQ: We would like their own personal evaluation of
what SUBJECT they are not adequately prepared to
teach, not necessarily what they are least trained
or educated in, etc.

ITERS: 1
RANGE:
QXQ: Full-time = more than 35 hours a week.
Part time = 35 hours or less a week.

ITERS: 1
RANGE:
QXQ: Formal program offered by the school, school
district, union or teacher's association to help
beginning teachers become adapted to the school
environment.

ITERS: 1
RANGE: 4500/120000
QXQ: If R's salary changed during the academic year,
select whichever salary was in effect for the
longer time. If each in effect for the same
amount of time, select the most recent.

ITERS: 1
RANGE: 1/12
QXQ: Contract period distinguishes the number of months
of expected service during the school year,
usually 9 or 12 months.

ITERS: 1
RANGE:
QXQ: No QXQ needed.
CARCHANG
AQ number: 622
If you could go back to your college days and start over again, would you become a teacher or not?
1 YES
2 NO
3 NOT SURE
SAMPLE: IF CURRENT = 1 THEN GOTO EMPLOYERTRAINING
ITERS: SKIP:
RANGE: INSTRUCTIONS:
QXQ: No QxQ needed.

DISCIPLE
AQ number: 623
Please tell me if you agree or disagree that your school (IS/WAS) effective in helping new teachers with:
Student discipline.
1 AGREE
2 DISAGREE
SAMPLE: IF FALLTEACH = 1 or 3 THEN GOTO EMPLOYERTRAINING
ITERS: SKIP:
RANGE: INSTRUCTIONS:
QXQ: No QxQ needed.

INSTRUCT
AQ number: 624
(Please tell me if you agree or disagree that your school (IS/WAS) effective in helping new teachers with:)
Instructional methods.
1 AGREE
2 DISAGREE
SAMPLE: IF FALLTEACH = 1 or 3 THEN GOTO EMPLOYERTRAINING
ITERS: SKIP:
RANGE: INSTRUCTIONS:
QXQ: No QxQ needed.

CURRICUL
AQ number: 625
(Please tell me if you agree or disagree that your school (IS/WAS) effective in helping new teachers in with:)
Curriculum.
1 AGREE
2 DISAGREE
SAMPLE: IF FALLTEACH = 1 or 3 THEN GOTO EMPLOYERTRAINING
ITERS: SKIP:
RANGE: INSTRUCTIONS:
QXQ: No QxQ needed.

ADJUST
AQ number: 626
(Please tell me if you agree or disagree that your school (IS/WAS) effective in helping new teachers with:)
Adjusting to school environment
1 AGREE
2 DISAGREE
SAMPLE: IF CURRENT = 1 THEN GOTO EMPLOYERTRAINING
ITERS: SKIP:
RANGE: INSTRUCTIONS:
QXQ: No QxQ needed.

FALLTEACH AQ Number: 627
Will you be teaching next fall?
1 YES
2 NO
3 HOPING TO BUT DON'T KNOW
SAMPLE: IF FALLTEACH = 1 or 3 THEN GOTO EMPLOYERTRAINING
ITERS: SKIP:
RANGE: INSTRUCTIONS: SKIP THIS ITEM FOR ALL INTERVIEWS CONDUCTED AFTER 9/1/94.
QXQ: No Q x Q needed.
What is the primary reason you decided not to continue teaching?

1. Homemaker/Care for children/pregnancy
2. Dissatisfaction with students assigned to teach
3. Dissatisfaction with working conditions
4. Dissatisfaction with salary and benefits
5. Dissatisfaction with opportunity for professional growth
6. Dissatisfaction with co-workers
7. Wanted more challenging work
8. Wanted less demanding job (time and/or energy)
9. Moved or moving to a different location
10. Health reasons
11. Cannot find teaching job/laid off/cannot continue
12. Going back to school
13. Other

Now we'd like to find out about any training APRILJOBEMPLOYER might have sponsored or provided...

In the past twelve months, did APRILJOBEMPLOYER provide any training other than informal on-the-job training or tuition reimbursed courses taken through a regular college you told me about earlier?

1. Yes
2. No

Was this training part of a formal training program?

1. Yes
2. No

How many courses, formal training seminars, or other training activities did "APRILJOBEMPLOYER" provide?

1. Executive or management development
2. Supervision
3. Professional development
4. Word processing or computer software packages
5. Specialized technical skills
6. Job health and safety
7. Quality control or statistical process control
8. Sales or marketing
9. Other

Did any of this training cover.... (Code all that apply and insert exit screen)

1. Executive or management development
2. Supervision
3. Professional development
4. Word processing or computer software packages
5. Specialized technical skills
6. Job health and safety
7. Quality control or statistical process control
8. Sales or marketing
9. Other

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5. Specialized technical skills
6. Job health and safety
7. Quality control or statistical process control
8. Sales or marketing
9. Other

Did any of this training cover.... (Code all that apply and insert exit screen)

1. Executive or management development
2. Supervision
3. Professional development
4. Word processing or computer software packages
5. Specialized technical skills
6. Job health and safety
7. Quality control or statistical process control
8. Sales or marketing
9. Other
EMPTRAINTAUGHT(N)  Who conducted this training? Was any of the training...
AQ number: 635
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

1 conducted by another employee of your company
2 conducted by an outside consultant or company
3 conducted by your union
4 offered by a college or other educational institution
5 was it provided in some other way

REQUIREDTKEEP(N)  Was any of this training required by your employer in order for you to keep your
AQ number: 636

1 YES
2 NO

REQUIREDTADVANCET(N)  Was any of this training necessary to get a promotion on your job?
AQ number: 637

1 YES
2 NO

LENGTHHOURST(N)  All together, how much time did you spend in training during the last year?
AQ number: 638

1-10 hours
11-20 hours
21-40 hours
41-80 hours
81-120 hours
121-360 hours
361-500 hours
more than 500 hours

OTHERTRAIN  During the past 12 months, did you personally pay to attend any other training
AQ number: 641
courses related to work you are currently doing or would like to do?

1 YES
2 NO

INSTRUCTIONS: CODE ALL THAT APPLY
INSTRUCTIONS: CODE ALL THAT APPLY
INSTRUCTIONS:
INSTRUCTIONS:
INSTRUCTIONS:
INSTRUCTIONS:
INSTRUCTIONS:
INSTRUCTIONS:
INSTRUCTIONS:
INSTRUCTIONS:
OTHERTRAINCONTENT
AQ number: 642
Did any of these courses cover... Sample:
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED
1 executive or management development Skip:
2 supervision
3 professional development
4 word processing or computer software packages
5 specialized technical skills
6 job health and safety
7 quality control or statistical process control
8 sales or marketing
9 OTHER
ITERS:
RANGE:
QXQ: Professional development includes training in R's
specific profession. For example, advanced
nursing training for nurses, training in a new
aircraft for flight attendants, etc.

OTHERTRAINREQUIRED
AQ number: 643
Were any of these courses required by your employer to get or keep your job? Sample:
1    YES Skip:
2    NO
ITERS:
RANGE:
QXQ: No QxQ needed.

OTHERTRAINPROMOT AQ number: 644
Were any of these courses necessary to get a promotion on your job? Sample:
1       YES Skip:
2       NO
ITERS:
RANGE:
QXQ: No Q x Q needed.

OTHERTRAINHOURS(N)
AQ number: 645
All together, how much time did you spend taking these courses in the last year? Sample:
Hours
Days
Weeks
SKIP: IF OTHERTRAINHOURS(N) IS NOT DK OR REF THEN GOTO EMPEXPECT2
ITERS:
RANGE: 1/2000
QXQ: If necessary, ask for average number of hours each
week spent in these courses over last year.

OTHERTRAINWEEKST(N)
AQ number: 647
Would you say the total number of hours you spent in these courses last year was...
1  1-10 hours Skip:
2  11-20 hours
3  21-40 hours
4  41-80 hours
5  81-120 hours
6  121-360 hours
7  361-500 hours
8  more than 500 hours
ITERS:
RANGE:
QXQ: No Q x Q needed.
EMPEXPECT2                      Two years from now, do you expect to be working full time?
AQ number: 648
ITERS:
    1 YES  SKIP: IF EMPEXPECT2 = 2, REF, DK, MISSING THEN
    2 NO  GOTO OCCEXPECTLONG

ITERS:                          RANGE:
QXQ: The key word is "expect." If R hopes to be working full-time, but expects to be working only part-time, code "NO." Full-time employment: a person works 35 or more hours per week at a given job.

OCCEXPECT2                      What do you expect your occupation will be two years from now?
AQ number: 649                  (INTERVIEWER: PROBE ABBREVIATIONS AND CODE OCCUPATION)
ITERS:                          RANGE:
QXQ: The key word is "expect." If R hopes to be working as an architect, but expects to be working as a draftsman, code "DRAFTSMAN."

ITERS:                          RANGE:
QXQ: The key word is "expect." If R hopes to be working as an architect, but expects to be working as a draftsman, code "DRAFTSMAN."

OCCEXPECTLONG                   What do you expect your occupation to be in the long term?
AQ number: 652
ITERS:
    1 THE SAME  SKIP: IF OCCEXCEPTLONG = 1 THEN GOTO OCCCHOICE
    2 SOMETHING ELSE (PLEASE CODE OCCUPATION ON THE NEXT SCREEN)

ITERS:                          RANGE:
QXQ: Longer-term: Ten years from now.
The key word is "expect." If R hopes to be working as an architect, but expects to be working as a draftsman, code "DRAFTSMAN."

OCCHOICE                       What factors are important to you in determining the type of work you plan to do in the future? (What kind of things are important to you in working in that occupation?) CODE ALL THAT APPLY
AQ number: 655                  SKIP:
    1 PREVIOUS WORK EXPERIENCE IN THE AREA
    2 GOOD INCOME TO START
    3 GOOD INCOME POTENTIAL OVER CAREER
    4 JOB SECURITY
    5 PRESTIGE AND STATUS
    6 INTERESTING WORK
    7 INTELLECTUALLY CHALLENGING WORK
    8 FREEDOM TO MAKE OWN DECISIONS AT WORK
    9 INTERACTION WITH PEOPLE
   10 ABLE TO WORK INDEPENDENTLY OF OTHERS
   11 ALLOWS FOR A GREAT DEAL OF TRAVEL
   12 ALLOWS FOR ROOTS TO BE ESTABLISHED AND NOT HAVE TO MOVE FROM PLACE TO PLACE
   13 TIME FOR ACTIVITIES NOT WORK RELATED
   14 OTHER

ITERS:                          RANGE:
QXQ: No Q x Q needed.

VOLWORK  AQ number: 666         Now I'd like to ask you about any civic activities you might have taken part in in the last year. Between July 1, 1993 and (June 30, 1994/current date), did you perform community service or volunteer work, other than court ordered?
ITERS:
    1 YES  SKIP: IF VOLWORK = 2 THEN GOTO POLVOTEPRES
    2 NO

ITERS:                          RANGE:
QXQ: Community service or volunteer work includes (but is not limited to):
little league coach, scout leader, church related activities other than worship services, PTA, service work for a union, Jaycees, Lions

INSTRUCTIONS: INSERT THE EARLIER DATE IN THE TEXT FILL
VOLHOURS AQ number: 667

Approximately how many hours per month did you perform community service and/or volunteer work?

SAMPLE: 

SKIP:

ITERS:

RANGE: 1/100

QXQ: The key word in this item is COMMUNITY. 

Acceptable activities include (but are not limited to): little league coach, scout leader, church related activities, other than worship services, hospital volunteer work, PTA, service work for a union, Jaycees, Lions, etc.

========================================================================================================================================================================

CAREER AQ number: 668

Is any of this current volunteer work or community service related to your career?

SAMPLE: 

1 YES 

2 NO

SKIP:

ITERS:

RANGE:

QXQ: No Q x Q needed.

INSTRUCTIONS:

========================================================================================================================================================================

POLVOTEPRES AQ number: 669

Did you vote in the 1992 presidential election?

SAMPLE: ASK IF MISSING FROM NPSAS

1 YES 

2 NO

SKIP: IF POLVOTEPRES = 1 THEN GOTO POLSHOW

ITERS:

RANGE:

QXQ: No QxQ needed.

INSTRUCTIONS:

========================================================================================================================================================================

POLVOTE AQ number: 670

Since July 1992, have you voted in any local, state or national election?

SAMPLE: 

1 YES 

2 NO

SKIP:

ITERS:

RANGE:

QXQ: No QxQ needed.

INSTRUCTIONS:

========================================================================================================================================================================

POLMEET AQ number: 671

(In the past 12 months), did you go to any political meetings, rallies, dinners, or things like that?

SAMPLE: 

1 YES 

2 NO

SKIP:

ITERS:

RANGE:

QXQ: These questions apply to all political activity from the grass-roots level to the national or international level. Include social activism that is politically related.

INSTRUCTIONS:

========================================================================================================================================================================

POLSHOW AQ number: 672

In the past 12 months, did you talk to any people and try to show them why they should vote for one of the parties or candidates?

SAMPLE: 

1 YES 

2 NO

SKIP:

ITERS:

RANGE:

QXQ: No QxQ needed.

INSTRUCTIONS:

========================================================================================================================================================================

POLMONEY AQ number: 673

(In the past 12 months), did you give any money or other financial support to help the campaign for any political party or candidate?

SAMPLE: 

1 YES 

2 NO

SKIP:

ITERS:

RANGE:

QXQ: No QxQ needed.

INSTRUCTIONS:
POLACTION AQ number: 674
(In the last 12 months), have you given any time or money to community action groups or other political action groups?

1    YES
2    NO

ITERS:
RANGE:
QXQ: These are groups separate from the political parties or candidates.

POLLETTER AQ number: 675
(In the past 12 months), have you written a letter to any public official to express your opinion?

1    YES
2    NO

ITERS:
RANGE:
QXQ: Public official may be elected or appointed positions.

POLBPS AQ number: 676
During the past two years have you actively campaigned for any candidate for elected office?

(INTERN: IF YES, CLARIFY -- Was that your own or someone else's campaign? IF SOMEONE ELSE's -- Was that paid or volunteer work?)

1 Yes, for own campaign
2 Yes, as paid worker
3 Yes, as volunteer worker
4 No

ITERS:
RANGE:
QXQ: Active involvement is a step above attending a rally or making a donation. Examples of active involvement are envelope stuffing, working in a campaign headquarters, passing out flyers, knocking on doors or speaking at a campaign rally.

RDOB AQ number: 677
Now I would like to get some background information. Our records show that your birthdate is...

(INTERVIEWER IF NO BIRTHDATE ASK: What is your birthdate?)

SKIP:
ITERS:
RANGE: 1/31, 1923/1974
QXQ: No QXQ needed.

RSEX AQ number: 678
INTERVIEWER: ASK IF NOT OBVIOUS: Are you . . .

1 male
2 female

ITERS:
RANGE:
QXQ: No QXQ needed.

CITIZEN AQ number: 679
Are you a United States citizen?

1    YES
2    NO

ITERS:
RANGE:
QXQ: Code YES for dual citizenship. Code NO for green cards or temporary residency status.
As a non-citizen, are you eligible for Federal aid for your schooling?  
SAMPLE: Ask if CITIZEN = 2

1  YES  
2  NO  

ITERS:
RANGE:
QXQ: Include only United States Federal aid for schooling, grants or loans.
INSTRUCTIONS: 

When did you become a United States citizen?  
SAMPLE:  
AQ number: 681  
(If R CITIZEN SINCE BIRTH CODE 96/96)

SKIP:
ITERS:
RANGE: 1/12, 20/94, 96
QXQ: No Q x Q needed.
INSTRUCTIONS: 

Our records show you are of Hispanic origin?  Is this correct?  
SAMPLE:  
AQ number: 683  
1 YES, THIS IS CORRECT  
2 NO, THIS IS NOT CORRECT  

ITERS:
RANGE:
INSTRUCTIONS: Ask if "P_HISPOR" = 1 (YES)

Our records show you are not Hispanic?  Is this correct?  
SAMPLE:  
AQ number: 684  
1 YES, THIS IS CORRECT  
2 NO, THIS IS NOT CORRECT  

ITERS:
RANGE:
INSTRUCTIONS: Ask if "P_HISPOR" = 2 (NO) THEN "INSERT" = "are not" 

Are you of Hispanic origin?  
SAMPLE: Ask if preload is missing or incorrect.

1  YES  
2  NO  

ITERS:
RANGE:
INSTRUCTIONS: 

70
HISPETHP
AQ number: 687

Our records show you are (OF/NO INSERT) "P_HISPETH". Is this correct?

SAMPLE:

1 YES THIS IS CORRECT
2 NO THIS IS NOT CORRECT

SKIP: IF "HISPETHP" = 1, DK, REF, THEN GOTO "RRACEP"

ITERS:


HISPETHQ
AQ number: 688

Are you . . .

SAMPLE:

1 Of Mexican, Mexican-American, or Chicano descent
2 Cuban descent
3 Puerto Rican descent, or
4 of some other Hispanic descent?

SKIP: IF "HISPETHQ" = 1, 2, 3, 4, DK, REF, THEN GOTO RRACEP OR IF P_ASIAETH = MISSING THEN GOTO "ASIAETHP"

ITERS:


RRACEP
AQ number: 689

Our records show that your race is "P_RACE". Is that correct?

SAMPLE: ASK IF "P_RACE" IS NOT MISSING

1 YES, IT IS CORRECT
2 NO, IT IS NOT CORRECT

SKIP: SKIP IF "RRACEP" = 1 THEN GOTO DISABILP

ITERS:

QXQ: No QxQ needed.

RRACEQ
AQ number: 690

Are you . . .

SAMPLE: ASK IF P_RACE = MISSING OR IF RRACEP = 2

1 White
2 Black
3 American Indian/Alaskan Native
4 Asian or Pacific Islander
5 Other

SKIP: IF "RRACEQ" = DK, REF, THEN GOTO "DISABILP"

ITERS:

QXQ: White: Caucasian, Anglo-Saxon
Asian or Pacific Islander: Samoan, Guamanian, Fiji Islander, Mariana Islander, Marshall Islander, Caroline Islander.
American Indian: A member of any of the aboriginal peoples of North America, such as the Alaskan Native, Navajo, Seminole, Cherokee, and Apache.
ASIAETHP  Our records show you are "P_ASIAN_ETH". Is this correct?  
AQ number: 691

1 YES, THIS IS CORRECT  
2 NO, THIS IS NOT CORRECT  

ITEMS:  
QXQ: No QxQ needed.  

INSTRUCTIONS:  

ASIAETHQ  Are you . . .  
AQ number: 692

1 Chinese  
2 Filipino  
3 Hawaiian  
4 Japanese  
5 Korean  
6 Vietnamese  
7 Asian Indian  
8 Samoan  
9 Guamanian, or  
10 other Asian or Pacific Islander

ITEMS:  
QXQ: No QxQ needed.  

INSTRUCTIONS:  

DISABILP  Our records show that you have no disabilities or limitations. Is that still correct?  
AQ number: 695

1 YES  
2 NO

ITEMS:  
QXQ: Disability may be temporary or permanent.  

Disability: lack of competent physical, mental, or sensory ability.  
INSTRUCTIONS: CODE SHOULD REFLECT "P_HEARIMP"

DISABS  (Do you have) any other limitations, disabilities, or handicaps?  
AQ number: 696

1 YES  
2 NO

ITEMS:  
QXQ: Disability may be temporary or permanent.  

Disability: lack of competent physical, mental, or sensory ability.  
INSTRUCTIONS: CODE SHOULD REFLECT "P_VISION"

HANDICAP  Do you have: a hearing impairment?  
AQ number: 696

1 YES  
2 NO

ITEMS:  
QXQ: Disability may be temporary or permanent.  

INSTRUCTIONS: CODE SHOULD REFLECT "P_HEARIMP"

LEARNINGDIS  AQ Number: 696  
(Do you have) any specific learning disabilities?  

1 YES  
2 NO

ITEMS:  
QXQ: Disability may be temporary or permanent.  

INSTRUCTIONS: CODE SHOULD REFLECT P_LEARNING

ORTHMOB  (Do you have) an orthopedic or mobility limitation?  
AQ number: 696

1 YES  
2 NO

ITEMS:  
QXQ: Disability may be temporary or permanent.  

INSTRUCTIONS: CODE SHOULD REFLECT P_LEARNING
"Orthopedic" refers to deformities and diseases of the spine, bones, joints, and muscles of the skeletal systems.

**SPEACDIS**
(Do you have) a speech disability or limitation?

<table>
<thead>
<tr>
<th>AQ number: 696</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    YES</td>
</tr>
<tr>
<td>2    NO</td>
</tr>
</tbody>
</table>

**VISION**
(Do you have) a vision impairment that cannot be corrected with glasses or are you legally blind?

<table>
<thead>
<tr>
<th>AQ number: 696</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    YES</td>
</tr>
<tr>
<td>2    NO</td>
</tr>
</tbody>
</table>

**LANGUAGE**
Do you have conversational knowledge of any languages other than English? PROBE IF NECESSARY: What are those languages? CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

<table>
<thead>
<tr>
<th>AQ number: 697</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 NONE</td>
</tr>
<tr>
<td>02 SPANISH</td>
</tr>
<tr>
<td>03 FRENCH</td>
</tr>
<tr>
<td>04 GERMAN</td>
</tr>
<tr>
<td>05 ITALIAN</td>
</tr>
<tr>
<td>06 RUSSIAN</td>
</tr>
<tr>
<td>07 EAST AND SOUTHEAST ASIAN (KOREAN, TIBETAN, MONGOLIAN, TAGALOG, THAI, LAO, VIETNAMESE, CAMBODIAN, INDONESIAN, MALAY, BURMESE, ETC.)</td>
</tr>
<tr>
<td>08 CHINESE (MANDARIN, CANTONESE, TAIWANESE, ETC)</td>
</tr>
<tr>
<td>09 PORTUGUESE</td>
</tr>
<tr>
<td>10 SCANDINAVIAN LANGUAGES (DANISH, ICELANDIC, NORWEGIAN, SWEDISH)</td>
</tr>
<tr>
<td>11 SLAVIC LANGUAGES (BYELORUSSIAN, BULGARIAN, CZECH, POLISH, SERBIAN, CROATIAN, SLAVONIC AND UKRAINIAN)</td>
</tr>
<tr>
<td>12 GREEK</td>
</tr>
<tr>
<td>13 JAPANESE</td>
</tr>
<tr>
<td>14 EAST EUROPEAN LANGUAGES (FINNISH, HUNGARIAN, ESTONIAN, LATVIAN, LITHUANIAN)</td>
</tr>
<tr>
<td>15 ARABIC</td>
</tr>
<tr>
<td>16 OTHER MIDDLE-EASTERN (FAHSI/IRANIAN, TURKISH, BERBER, ARMENIAN)</td>
</tr>
<tr>
<td>17 SOUTH ASIAN (HINDI, TURKISH, PERSIAN, DRavidian, SANskrit, BACTRIAN)</td>
</tr>
<tr>
<td>18 OTHER GERMANIC (YIDDISH, DUTCH, OLD GERMAN, FRISSIAN, GOTIC, SAXON)</td>
</tr>
<tr>
<td>19 OTHER ROMANCE LANGUAGES (ROMANIAN, RHAETO-ROMAN SCH)</td>
</tr>
<tr>
<td>20 HEBREW</td>
</tr>
<tr>
<td>21 CLASSICAL AND ANCIENT NEAR EASTERN (ANCIENT EGYPTIAN, Coptic, AVestan/OLD PERSIAN, AKKADIAN, ARAMAIC, UGARITIC, SYRAIC, PHENICIAN, HITTITE, HURRIAN, SUMERIAN, LUKIAN, YEMENI, ELAMITE, CRETAN, URATIAN)</td>
</tr>
<tr>
<td>22 OTHER LANGUAGES (NATIVE AMERICAN LANGUAGES, PACIFIC, URAL-ALTAIC, BASQUE, CELTIC, NON-SEMITIC AFRICAN)</td>
</tr>
<tr>
<td>23 OTHER</td>
</tr>
</tbody>
</table>

**R** does not need to be able to read or write the language. **R** needs only to be able to talk and understand the spoken language.
FATHERED
What was the highest grade or level of education that your father (stepfather/male guardian) completed?

01 LESS THAN HIGH SCHOOL
02 GED
03 HIGH SCHOOL GRADUATION

VOCATIONAL TRADE OR BUSINESS SCHOOL AFTER HIGH SCHOOL:
04 LESS THAN 1 YEAR
05 1 YEAR BUT LESS THAN 2 YEARS
06 2 YEARS OR MORE

COLLEGE OR UNIVERSITY:
07 LESS THAN 2 YEARS OF COLLEGE
08 ASSOCIATE'S DEGREE
09 2 OR MORE YEARS OF COLLEGE
10 BACHELOR'S DEGREE (4-5 YEAR)
11 MASTER'S DEGREE OR EQUIVALENT
12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC . . .)
13 OTHER ADVANCED PROFESSIONAL DEGREE
14 DOCTORATE (Ph.D. Ed.D.)

ITERS:
QXQ: If more than one response is given, enter the higher code.

GED- General Education Development Certification. Persons may obtain a GED, allowing them to take postsecondary education (without actually having their high school diploma).

Associate's degree: A degree signifying the completion of a 2-year program offered by a college.

Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
Doctor of Education (Ed.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (Pharm)
Podiatry (Pod.D or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

MOTHERED
What was the highest grade or level of education that your mother (stepmother/female guardian) completed?

01 LESS THAN HIGH SCHOOL
02 GED
03 HIGH SCHOOL GRADUATION
VOCATIONAL TRADE OR BUSINESS SCHOOL AFTER HIGH SCHOOL:
04 LESS THAN 1 YEAR
05 1 YEAR BUT LESS THAN 2 YEARS
06 2 YEARS OR MORE

COLLEGE OR UNIVERSITY:
07 LESS THAN 2 YEARS OF COLLEGE
08 ASSOCIATE’S DEGREE
09 2 OR MORE YEARS OF COLLEGE
10 BACHELOR’S DEGREE (4-5 YEAR)
11 MASTER’S DEGREE OR EQUIVALENT
12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC . . .)
13 OTHER ADVANCED PROFESSIONAL DEGREE
14 DOCTORATE (Ph.D. Ed.D.)

ITERS:                          RANGE:

GED - General Education Development Certification. Persons may obtain a GED, allowing them to take postsecondary education (without actually having their high school diploma).

Associate’s degree: A degree signifying the completion of a 2-year program offered by a college.

Examples of Masters’s Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (Ph.D)
Doctor of Education (Ed.D)

First Professional Degrees: MUST BE ONE OF THE FOLLOWING:
Chiropractic (DC or DCM)
Dentistry (DDS or DMD)
Medicine (MD)
Law (LLB, JD)
Optometry (OD)
Osteopathic Medicine (DO)
Pharmacy (Pharm)
Podiatry (Pod.D. or DP)
Veterinary Medicine (DVM)
Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

FATHBIRT                        Was your father born in the United States?                                          SAMPLE:
AQ number: 703                  1    YES                                                                              SKIP: IF "FATHBIRT" = 1 THEN GOTO "MOTHBIRT"
2    NO

FATHEMIG                        When did your father (stepfather/ male guardian) begin living in the United         SAMPLE:
States? (ENTER 9999, IF NEVER)
AQ number: 704                  1880/1994, 9999

-----------------------------------------------------------------------------------------------------------
MOTHBIRT
AQ number: 705
Was your mother born in the United States?
SAMPLE:
1  YES
2  NO
ITEMS:
QXQ: No QxQ needed.

MOTHEMIG
AQ number: 706
When did your mother (stepmother/ female guardian) begin living in the United States? (ENTER 9999, IF NEVER)
SAMPLE:
SHOT: IF "MOTHBIRT" = 1 THEN GOTO "MARSTATP"

MARSTATP
AQ number: 708
When you were last interviewed on "P_INTDATE" you were "P_MARISTAT". Is that correct?
SAMPLE: ASK IF NOT MISSING FROM NPSAS OR PRELOAD = 5 (NEVER BEEN MARRIED)
1  YES, THAT IS CORRECT
2  NO, THAT IS NOT CORRECT
ITEMS:
QXQ: No QxQ needed.

MARSTATQ
AQ number: 710
(IN DECEMBER OF 1993/AT THE TIME OF THE NPSAS INTERVIEW, ON [NPSAS DATE]), were you . . .
SAMPLE:
1  Married
2  Divorced
3  Separated
4  Widowed
5  Never been married
6  Living together in a marriage like relationship
ITEMS:
QXQ: Choose actual living arrangement for living together in a marriage like relationship. For example, if divorced and living together in a marriage like relationship with another person, choose living together. Separated is a step towards ending or considering ending a marriage. Married R's temporarily separated due to a job situation should be considered as married. Probe if R says Single. Single does not necessarily mean Never been married. Divorced, separated, and widowed individuals often consider themselves "single."

MARSTAT
AQ number 712
Has there been any change in your marital status since (DECEMBER 1993/NPSAS DATE)?
SAMPLE:
1  YES
2  NO
ITEMS:
QXQ: No Q x Q needed.
### MARCHANG

**What was the first change and when did it occur?**

**SAMPLE:**

<table>
<thead>
<tr>
<th>AQ number: 713</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR</td>
</tr>
<tr>
<td>DIV</td>
</tr>
<tr>
<td>SEP</td>
</tr>
<tr>
<td>WID</td>
</tr>
<tr>
<td>NBM</td>
</tr>
<tr>
<td>LVT</td>
</tr>
</tbody>
</table>

**DATE**

Was there another change?

(IF YES, ENTER TYPE AND DATE OF CHANGE. IF NO, ENTER NCH)

**SAMPLE:**

<table>
<thead>
<tr>
<th>1st</th>
<th>NCH</th>
<th>MAR</th>
<th>DIV</th>
<th>SEP</th>
<th>WID</th>
<th>NBM</th>
<th>LVT</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was there another change?

<table>
<thead>
<tr>
<th>2nd</th>
<th>NCH</th>
<th>MAR</th>
<th>DIV</th>
<th>SEP</th>
<th>WID</th>
<th>NBM</th>
<th>LVT</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was there another change?

<table>
<thead>
<tr>
<th>3rd</th>
<th>NCH</th>
<th>MAR</th>
<th>DIV</th>
<th>SEP</th>
<th>WID</th>
<th>NBM</th>
<th>LVT</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was there another change?

<table>
<thead>
<tr>
<th>4th</th>
<th>NCH</th>
<th>MAR</th>
<th>DIV</th>
<th>SEP</th>
<th>WID</th>
<th>NBM</th>
<th>LVT</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IF ADDITIONAL CHANGES, ENTER CURRENT STATUS AT 4th CHANGE AND INSERT OTHER CHANGES IN A COMMENT BOX**

**SKIP:**

**ITERS:**

<table>
<thead>
<tr>
<th>RANGE:</th>
<th>1/12, 91/94, 96</th>
</tr>
</thead>
<tbody>
<tr>
<td>QXQ:</td>
<td>NCH = no change in status</td>
</tr>
<tr>
<td></td>
<td>MAR = married</td>
</tr>
<tr>
<td></td>
<td>DIV = divorced</td>
</tr>
<tr>
<td></td>
<td>SEP = separated</td>
</tr>
<tr>
<td></td>
<td>WID = widowed</td>
</tr>
<tr>
<td></td>
<td>NBM = never been married</td>
</tr>
<tr>
<td></td>
<td>LVT = living together in a marriage like relationship</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:**

LET "INSERT" = "we last talked to you on P_INTDATE" If NPSAS INTERVIEW COMPLETED. IF NPSAS NOT COMPLETED LET "INSERT" = "December 1993" ASK "ANY CHANGE" ITEM UNTIL NO CHANGE IS INDICATED OR THREE CHANGES HAVE BEEN COLLECTED.

### MARCONFIRM

**AQ number: 727**

**You are currently MARCHANG. Is that correct?**

**SAMPLE:**

| 1 | YES |
| 2 | NO  |

**SKIP:**

**IF MARCONFIRM = 2 THEN GOTO MARCHANG AND CORRECT THE SCREEN**

**ITERS:**

<table>
<thead>
<tr>
<th>RANGE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>QXQ: No Q x Q needed.</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:**

---

### CHILDREN

**AQ number: 729**

**Do you have any children? Please include adopted, foster, and step children.**

**SAMPLE:**

| 1 | YES |
| 2 | NO  |

**SKIP:**

**IF CHILDREN = 2 THEN GOTO "WHERELIV"**

**ITERS:**

<table>
<thead>
<tr>
<th>RANGE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>QXQ: No QxQ needed.</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:**

---

### NUMCHIL

**AQ number: 730**

**How many children do you have?**

**SAMPLE:**

**SKIP:**

**ITERS:**

<table>
<thead>
<tr>
<th>RANGE:</th>
<th>1/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>QXQ:</td>
<td>No QxQ needed.</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:**

---

### DEPENDEN

**AQ number: 731**

**How many children live with you or depend on you for more than half their support?**

**SAMPLE:**

**SKIP:**

**ITERS:**

<table>
<thead>
<tr>
<th>RANGE:</th>
<th>0/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>QXQ:</td>
<td>Count the child if the R provides at least $3,000.00 worth of support in a calendar year whether R actually claims them as dependent on their taxes.</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:**

REPORT CANNOT BE LARGER THAN NUMCHIL
BDAYCHIL
I need some information on the 10 youngest children only.
- If one child: And what is the birthdate of your child?
ELSE
And what is the birthdate of the (youngest/next youngest) of these children?

ITERS: 10
RANGE: 1/31, 40/94
INSTRUCTIONS: LET "INSERT" = "your child" IF "NUMBCHIL" = 1. LET "INSERT" = "the oldest of these children" IF "NUMBCHIL" > 1. LET "INSERT" = "the next oldest of these children" ON FIRST LOOP IF "NUMBCHIL" >= 2.

WHERELIV
What type of housing were you living in on April 1 of this year?

AQ number: 736
Was it . . .
1 in your own home or apartment
2 in your parents or guardians residence
3 In school-owned housing
4 with other relatives (not parents, spouse, or children)
5 in employer provided residence (military base)
6 In a sorority/ fraternity house
7 OTHER

ITERS: 10
RANGE:
QXQ: If R was traveling at the time, ask what R would
consider to be their residence on April 1. If R
lives with an unrelated roommate, code "own
apartment or house"

WHOLIVE
Who was living in the household on April 1, 1994 besides you?

AQ number: 737
1 RESPONDENT LIVES ALONE
2 OTHER PEOPLE IN HOUSEHOLD

ITERS: 10
RANGE:
QXQ: If R was traveling at the time, ask who was living
in the place that would be considered their
permanent residence April 1.

HOUSEHOLD
INTERVIEWER: ENTER THE NUMBER OF EACH TYPE OF HOUSEHOLD MEMBER NEXT TO THE TYPE.

AQ number: 738
(Probe if respondent says he lives with more than four grandparents, one mother,
one father, etc.)

HOUSEHOLD MEMBERS:
NON RELATIVE OR ROOMMATE? ............... SKIP:
HUSBAND, WIFE, OR PARTNER? ..............
CHILDREN OR STEP-CHILDREN? ..........
FATHER?..............................
OTHER MALE GUARDIAN (SUCH AS A STEPFATHER)?...
MOTHER?..............................
OTHER FEMALE GUARDIAN (SUCH AS A STEPMOTHER)?...
BROTHER(S) (INCLUDING STEP- OR HALF-BROTHERS)?...
SISTER(S) (INCLUDING STEP- OR HALF-SISTERS)?....
GRANDPARENT(S)?....................
OTHER RELATIVE(S) (INCLUDING CHILDREN AND ADULTS)?....

ITERS: 10
RANGE:
QXQ: Account for EVERYONE (except R) who lives in the
household.

TOTALIVE
This means that there were (HOUSEHOLD (SUM) + 1) people living in your household,

AQ number: 750
including yourself. Is that correct?

ITERS: 10
RANGE:
QXQ: No QxQ needed.
HEADHOUS
AQ number: 751
Is your name (or the name of your spouse/partner) the name on your mortgage or rental agreement?

1  YES
2  NO

Skip:

INSTRUCTIONS:

HEADHOUS
AQ number: 754
What is the highest grade or level of education that your spouse/partner has completed?

01 LESS THAN HIGH SCHOOL
02 GED
03 HIGH SCHOOL GRADUATION

VOCATIONAL TRADE OR BUSINESS SCHOOL AFTER HIGH SCHOOL:
04 LESS THAN 1 YEAR
05 1 YEAR BUT LESS THAN 2 YEARS
06 2 YEARS OR MORE

COLLEGE OR UNIVERSITY:
07 LESS THAN 2 YEARS OF COLLEGE
08 ASSOCIATE'S DEGREE
09 2 OR MORE YEARS OF COLLEGE
10 BACHELOR'S DEGREE (4-5 YEAR)
11 MASTER'S DEGREE OR EQUIVALENT
12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC . . .)
13 OTHER ADVANCED PROFESSIONAL DEGREE
14 DOCTORATE (Ph.D. Ed.D.)

INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM
Is your spouse/partner currently enrolled in school?  
**Sample**: Ask only if `MARSTATQ = 1 or 6` or last Q number: 755  
Loop Change = 1 or 6.  
**QXQ**: No QxQ needed.  
**Instructions**: Insert spouse or partner based on `MARCONFIRM`.

What level of courses is your spouse/partner taking?  
**Sample**: Ask only if `MARSTATQ = 1 or 6` or last Q number: 756  
Loop Change = 1 or 6.  
**QXQ**: License: an official or legal permission to do something specific (example: hairdressing, practical nursing, flying).  
**Instructions**: Insert spouse or partner based on `MARCONFIRM`.

How many people did you (and your spouse/partner) support in 1993?  
**Sample**: AQ number: 757  
Please include yourself (and your spouse/partner) and anyone who received more than half their support from you.  
**QXQ**: No Q x Q needed.  
**Instructions**: Insert spouse or partner based on `MARCONFIRM`.

Was there anyone else (in 1993) who you helped financially but provided less than half of their support?  
**Sample**: AQ number: 758  
**QXQ**: No QxQ needed.  
**Instructions**: Insert spouse or partner based on `MARCONFIRM`.

How many people?  
**Sample**: AQ number: 759  
**QXQ**: No Q x Q needed.  
**Instructions**:

Was there anyone else, who relied on you to provide non-financial assistance?  
For example, did you regularly spend time caring for an elderly relative or a younger sibling?  
**Sample**: AQ number: 760  
**QXQ**: Do not include caretaking responsibilities that the respondent considers a job or those that are part of an organized volunteer activity.  
**Instructions**: Insert spouse or partner based on `MARCONFIRM`.

How many people?  
**Sample**: AQ Number: 761  
**QXQ**: No Q x Q needed.
ANNUINC: What was your personal income from all jobs in 1993? (Please exclude untaxed income or income from other sources such as interest, dividends, and capital gains.)

SAMPLE:

SKIP: IF ANNUINC IS NOT DK OR MISSING THEN GOTO "TOTINCOM"

TERS: RANGE: 0/9999990

QXQ: Include taxable payments for freelance work such as writing or grants/fellowships for research. Do not include untaxable grants/fellowships.

INSTRUCTIONS:

ANNUNICR: What is your estimate of your personal income from all jobs in 1993? (Please exclude untaxed income or income from other sources such as interest, dividends, and capital gains.)

Would you estimate your 1993 personal income from all jobs was . . .

1 less than $5,000
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

TERS: RANGE:

QXQ: Include taxable payments for freelance work such as writing or grants/fellowships for research. Do not include untaxable grants/fellowships.

INSTRUCTIONS:

TOTINCOM: What was your personal income from all sources in 1993? (THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

SAMPLE:

SKIP: IF TOTINCOM IS NOT DK OR MISSING THEN GOTO "ANNUINCS"

TERS: RANGE: 0/9999990

QXQ: Include every form of income possible: all grants/scholarships, interest/dividends, capital gains, inheritance, illegal/unreported income. Losses reported on income tax can be deducted. Total should be similar to that reported as Adjusted Gross Income on 1040.

INSTRUCTIONS:

TOTINCOMER: Would you estimate your personal income from all sources in 1993 was . . . (THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

1 less than $5,000
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

TERS: RANGE:

QXQ: Include every form of income possible: all grants/scholarships, interest/dividends, capital gains, inheritance, illegal/unreported income. Losses reported on income tax can be deducted. Total should be similar to that reported as Adjusted Gross Income on 1040.

INSTRUCTIONS:

ANNUNICSP: What was your spouse's/partner's personal income from all jobs in 1993? (Please exclude untaxed income or income from other sources such as interest, dividends, and capital gains.)

SAMPLE: ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.

SKIP: IF ANNUNICSP IS NOT "DK" OR "MISSING" THEN GOTO "TOTINCS"

TERS: RANGE: 0/9999990

QXQ: Include taxable payments for freelance work such as writing or grants/fellowships for research. Do not include untaxable grants/fellowships.

INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM
ANNUINCS

What is your estimate of your spouse's/partner's personal income from all jobs in 1993? (Please exclude untaxed income or income from other sources such as interest, dividends, and capital gains.)

Would you estimate your spouse's/partner's 1993 total income from all jobs was:

1. less than $5,000
2. at least $5,000 but less than $10,000
3. at least $10,000 but less than $20,000
4. at least $20,000 but less than $30,000
5. at least $30,000 but less than $50,000
6. at least $50,000 but less than $75,000
7. at least $75,000 but less than $100,000
8. $100,000 or more

TOTALINCSP

What was your spouse's/partner's income from all sources in 1993? (THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

Would you estimate your spouse's/partner's income from all sources in 1993 was:

1. less than $5,000
2. at least $5,000 but less than $10,000
3. at least $10,000 but less than $20,000
4. at least $20,000 but less than $30,000
5. at least $30,000 but less than $50,000
6. at least $50,000 but less than $75,000
7. at least $75,000 but less than $100,000
8. $100,000 or more

HSEHLDII

Is there anyone else living in the household who contributes to the family income?
HSEHDIN  What was their total income from all sources in 1993?  
(PROBE FOR AN ESTIMATE IF NEEDED)  
AQ number: 772  
RANGE: 0/999999  
ITERS:  
QXQ: Include every form of income possible: all grants/scholarships, interests/dividends, capital gains, inheritance, illegal/unreported income. Losses reported on income tax can be deducted. Total should be similar to that reported as Adjusted Gross Income (adding in unreported income).  
INSTRUCTIONS:

SAVINGS  Are you currently actively saving money for any reason?  
AQ number: 773  
1    YES  
2    NO  
RANGE:  
QXQ: Actively means any savings activity over the past 12 months. Include personal contributions made to employer sponsored retirement plans. DO NOT include contributions made BY employer or mandatory contributions such as Social Security.  
INSTRUCTIONS:

SAVINGSB  What are you currently saving money toward...?  
CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED  
AQ number: 774  
1    PURCHASE OF A HOME  
2    FURTHERING YOUR EDUCATION  
3    A CHILD’S EDUCATION  
4    RETIREMENT  
5    PURCHASE OF A CAR, TRUCK, BOAT, MOTORCYCLE, ETC  
6    VACATION OR TRIP  
7    WEDDING OR BIRTH OF A CHILD  
8    GENERAL "RAINY DAY" PURPOSES  
9    OTHER  
RANGE:  
QXQ: Do not include current payments on a mortgage, past or present loans. Do not include grants, fellowships or scholarships as savings.  
INSTRUCTIONS: Do not read list to respondent. Code all that apply.

UNDERGRAD_DEBTV  According to our records, you borrowed "P_061" for your undergraduate education--that was in loans from all sources. Is that about right?  
AQ number: 775  
RANGE:  
QXQ: Includes Federal, state and institutional loans, loans from family, friends and relatives, loans from banks, savings and loans, and credit unions, and loans that have been repaid.  
INSTRUCTIONS:

UNDERGRAD_DEBTN  What was the total amount of money you borrowed for your undergraduate education up through (DATE RECEIVED BA)....?  
Please include the amounts in federal, state, or institutional loans you received from all sources. Also include loans from family, friends, relatives, banks, savings and loans, and credit unions, and loans that have been repaid. Up through (DATE RECEIVED BA), how much money did you borrow for undergraduate education? 
$  
AQ number: 777  
RANGE: 0/999990  
QXQ: Include money borrowed to cover tuition, room and board, fees, books, lab materials, and so forth.  
INSTRUCTIONS:
UNDERGRAD_OWE
Of the "P_UNDERGRAD_TOTAL_Debt" you borrowed for your undergraduate education, how much do you still owe?

SAMPLE:
AQ number: 779

SKIP: IF UNDERGRAD_OWE = 0, DK, REF GOTO GRADSCOLDEBT

ITERS:
RANGE: 0/9999990

QXQ: Do not include any part of a loan which has been forgiven or canceled. Do include the part that has not been forgiven or canceled.

NUMBERLOANS
How many separate loans for undergraduate study are still outstanding, that is, how many loans require or will require a distinct payment?

SAMPLE:
AQ number: 780

SKIP:

ITERS:
RANGE: 1/20

QXQ: Include outstanding loans from all undergraduate study, not just the loans for study at the school where R received bachelors degree. If uncertain how many loans are outstanding, ask R the number of separate monthly payments R is asked to make. If more than 7 loans, confirm that they are separate, distinct loans.

TYPEOFLOAN(N)
What type of loan is (the largest/next largest) of these loans? (INTERVIEWER: IF R HAS MORE THAN 7 DISTINCT LOANS, COLLECT INFORMATION ON THE SEVEN LARGEST.)

SAMPLE:
AQ number: 782

R HAS MORE THAN 7 DISTINCT LOANS, COLLECT INFORMATION ON THE SEVEN LARGEST.

1, CONSOLIDATED LOAN
2, STAFFORD LOAN (GUARANTEED STUDENT LOAN, GSL)
3, PERKINS LOAN (NATIONAL DIRECT STUDENT LOAN, NDSL)
4, OTHER FEDERAL LOAN (PLUS, ICL, HEAL, HFSL, EFN, FADHP, NSL, etc.)
5, STATE LOAN
6, LOAN FROM FAMILY OR FRIEND
7, INSTITUTIONAL LOAN
8, OTHER LOAN

ITERS: 7

QXQ: Federal loan programs are administered through banks. If R got a Guaranteed Student Loan from Harris Bank, the type of loan is "STAFFORD" and not an Institutional loan.

Consolidated loan: A loan formed by combining several loans from various sources into one. It can be combined across loan types (Stafford/Perkins), institutions, banks and loan agencies.

Largest loan is defined as largest total loan amount.

STATUSLOAN(N)
What is the status of your (TYPEOFLOAN(N)) loan? (IF NECESSARY: Are payments due?)

SAMPLE:
AQ number: 784

Are you currently making payments?

1, NO PAYMENTS CURRENTLY REQUIRED (GRACE PERIOD, IN DEFERMENT, GRANTED FORBEARANCE)
2, FULL PAYMENT CURRENTLY REQUIRED
3, PARTIAL PAYMENT CURRENTLY REQUIRED
4, IN DEFAULT

ITERS: 7

QXQ: In default: R failed to meet financial obligation to make loan repayments.

PAYLOAN(N)
When (is/was) your first payment due on your (TYPEOFLOAN(N)) loan?

SAMPLE:
AQ number: 786

SKIP: IF DATE OF FIRST PAYMENT IS LATER THAN CURRENT DATE THEN GOTO DEFERMENT_STATUS.

IF STATUSLOAN(N) = 1 THEN GOTO ENLOOP

ITERS: 7

RANGE: 1/12, 12/95

QXQ: Record when first payment was due and not when R made the payment if dates are different.
WHY_FORGIV

WHY has it been forgiven?  
AQ number: 798  
RECORD VERBATIM

ITERS:  
RANGE:  
QXQ: Some federal loans are partially forgiven or canceled because the student joined the Peace Corps, VISTA, or Teach America.

GRADSCOLDEBT

Now I want to ask you some questions about borrowing for education since you graduated. Since receiving your bachelors degree, how much money have you borrowed for graduate or professional education, not including loans from family?  
AQ number: 799

ITERS:  
RANGE:  
QXQ: Money borrowed for education includes money borrowed to cover tuition, room and board, fees, books, lab materials, and so forth.

GRADSCHOOLDEBT

Now I want to ask you some questions about borrowing for education since you graduated. Since receiving your bachelors degree, how much money have you borrowed for graduate or professional education, not including loans from family?  
AQ number: 799

ITERS:  
RANGE:  
QXQ: Money borrowed for education includes money borrowed to cover tuition, room and board, fees, books, lab materials, and so forth.

GRADFAMILYLOAN

How much money have you borrowed from your family, for graduate or professional education since receiving your bachelors degree? (Include money from parents, inlaws, aunts, uncles, grandparents, etc., but excluding support you receive from your spouse).  
AQ number: 800

ITERS:  
RANGE:  
QXQ: Borrowed implies that the money is expected to be repaid at some time in the near future.

GRADFAMILYSUPPORT

How much money have you been given by your family, for graduate or professional education, since getting your bachelors degree? (Include money from parents, inlaws, aunts, uncles, grandparents, etc., but excluding support you received from your spouse)  
AQ number: 801

ITERS:  
RANGE:  
QXQ: Given implies that the money is not expected to be repaid.

DEBTSPOU

Has your (spouse/partner) received any loans for education since leaving high school?  
AQ number: 803

ITERS:  
RANGE:  
QXQ: Include all federal, state, private bank, or personal loans, or grants or scholarships that required any amount of repayment.

TOTLOANSP

What was the total amount your (spouse/partner) borrowed for (his/her) education since high school?  
AQ number: 804

ITERS:  
RANGE:  
QXQ: Include all federal, state, private bank, or personal loans, or grants or scholarships that required any amount of repayment.

TOTALBAL

How much does your spouse/partner still owe for education loan(s)?  
AQ number: 805

ITERS:  
RANGE:  
QXQ: No QxQ needed.
SPLOANFR Have any of your (spouse's/partner's) education loan payments been deferred?

**SAMPLE:** ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.

<table>
<thead>
<tr>
<th>ITERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 YES</td>
</tr>
<tr>
<td>2 NO</td>
</tr>
</tbody>
</table>

**ITERS:** RANGE: Deferred payment: payment has been postponed or put off to a future time by arrangement with the lender.

**INSTRUCTIONS:** INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

SPLOANFRG Have any of your (spouse's/partner's) education loan payments been forgiven?

**SAMPLE:** ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.

<table>
<thead>
<tr>
<th>ITERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 YES</td>
</tr>
<tr>
<td>2 NO</td>
</tr>
</tbody>
</table>

**ITERS:** RANGE: A forgiven part of a loan does not need to be paid back by spouse/partner.

**INSTRUCTIONS:** INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

REPAYMENSP What are your (spouse's/partner's) monthly payments on outstanding educational loans?

**SAMPLE:** ASK ONLY IF MARSTATQ = 1 OR 6 OR LAST LOOP CHANGE = 1 OR 6.

<table>
<thead>
<tr>
<th>ITERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/9990</td>
</tr>
</tbody>
</table>

**ITERS:** RANGE: If payments are not on a monthly schedule, estimate what they would be if they were monthly.

**INSTRUCTIONS:** INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

HOUSE Do you (and your spouse/partner) own a house or condominium?

**SAMPLE:**

<table>
<thead>
<tr>
<th>ITERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 YES</td>
</tr>
<tr>
<td>2 NO</td>
</tr>
</tbody>
</table>

**ITERS:** RANGE: No QxQ needed.

**INSTRUCTIONS:** INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

MORTGAGE How much do you pay monthly on your mortgage?

**SAMPLE:**

<table>
<thead>
<tr>
<th>ITERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0, 100/10000</td>
</tr>
</tbody>
</table>

**ITERS:** RANGE: If no payments, enter 0.

**INSTRUCTIONS:**

RENT What are your monthly payments for rent?

**SAMPLE:**

<table>
<thead>
<tr>
<th>ITERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0, 50/10000</td>
</tr>
</tbody>
</table>

**ITERS:** RANGE: If no payments, enter 0.

**INSTRUCTIONS:**

CAR Do you (or your spouse/partner) own any cars, trucks, vans, or motorcycles?

**SAMPLE:**

<table>
<thead>
<tr>
<th>ITERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 YES</td>
</tr>
<tr>
<td>2 NO</td>
</tr>
</tbody>
</table>

**ITERS:** RANGE: No QxQ needed.

**INSTRUCTIONS:** INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

AUTOPAY What are your monthly payments on your auto loan(s)?

**SAMPLE:**

<table>
<thead>
<tr>
<th>ITERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/5000</td>
</tr>
</tbody>
</table>

**ITERS:** RANGE: If no payments, enter 0.
OTHDEBT
AQ number: 814
Do you have any other debt for which you are making monthly payments? (DO NOT INCLUDE EDUCATIONAL)

1    YES
2    NO

ITERS: RANGE:
QXQ: No QxQ needed.

OTHDEBPAY
AQ number: 815
What are your monthly payments for this other debt? (DO NOT INCLUDE EDUCATIONAL)

SAMPLE:

SAT
AQ number: 816
Did you take the SAT, the Scholastic Aptitude Test?

1       YES
2       NO

ITERS: RANGE:
QXQ: No QxQ needed.

SATTAKE AQ Number: 817
What was your total score on the SAT?

SAMPLE: ASK ONLY IF SAT IS MISSING FROM NPSAS. IF SAT IS PROVIDED THEN GOTO ACT

SATSOCORE AQ number: 818
Was your total score on the SAT between:

1       400-700
2       701-1000
3       1001-1300
4       1301-1600

ITERS: RANGE:
QXQ: Record score from the last SAT taken needed.

SATDATE
AQ number: 819
When did you take the SAT exam?

SAMPLE: ASK ONLY IF SAT IS MISSING FROM NPSAS.

ACT
AQ number: 821
Did you ever take the ACT exam, the American College Testing program exam?

1       YES
2       NO

ITERS: RANGE:
QXQ: No QxQ needed.

ACTTAKE AQ Number: 822
What was your total score on the ACT?

SAMPLE: ASK ONLY IF ACT IS MISSING FROM NPSAS. IF ACT IS PROVIDED THEN GOTO PARENT

ITERS: RANGE:
QXQ: Record score of last ACT taken.
ACTSCORE  AQ number: 823

Was your total score on the ACT between:

1 1-10
2 11-20
3 21-30
4 31-40

ITERS:
RANGE:
QXQ: Record score of last ACT taken.

SAMPLE:

INSTRUCTIONS:

ACTDATE

When did you take the ACT exam?

AQ number: 824

ITERS:
RANGE: 1/12, 40/94
QXQ: Record date of ACT was last taken.

SAMPLE:

INSTRUCTIONS:

PARENT1

We would like to verify your parent's name, current address and telephone number. SAMPLE:

Is it...

ELSE
May I have your parent's name, current address and telephone number?

FIRST NAME:

MIDDLE INT:

LAST NAME:

STREET ADDRESS:

CITY: STATE: ZIP:

PHONE: (   )   -

ITERS: 2
RANGE:
QXQ: No QXQ needed.

INSTRUCTIONS: Use alternative reading if preload is missing.

PARENT2

Is your other parent's address and telephone number the same as the address and telephone number you just gave me?

1 YES
2 NO

ITERS:
RANGE:
QXQ: No QXQ needed.

SAMPLE:

INSTRUCTIONS:

PARENT3

May I have your other parent's name?

FIRST NAME:

MIDDLE INT:

LAST NAME:

RELATIONSHIP: MOTHER  FATHER

ITERS:
RANGE:
QXQ: No QXQ needed.
PARENT4  AQ Number: 835
May I have your other parent’s name, current address and telephone number? 
SAMPLE:

IF DECEASED, OPEN A COMMENT BOX AND INDICATE

FIRST NAME: 
MIDDLE INT: 
LAST NAME: 
STREET ADDRESS: 

CITY: 
STATE: 
ZIP: 

PHONE: (   )  -

RELATIONSHIP: MOTHER   FATHER

ITERS: 
RANGE: 
QXQ: No QxQ needed.

INSTRUCTIONS:

OTHRELAT
AQ number: 839

Please tell me the name, address and telephone number of a person, such as a friend or relative other than your parents if possible, who lives at an address different from yours, and who will always know where to get in touch with you.

ENTER 1 TO CONTINUE 
2 FOR NAME REFUSED

FIRST NAME: 
LAST NAME: 
ADDRESS: 
APT/BOX#: 
CITY: 
STATE: 
ZIP CODE: 
TELEPHONE:

COUNTRY: 

ITERS: 
RANGE: 
QXQ: No QxQ needed.

INSTRUCTIONS:

WHORELAT
AQ number: 850

What is this person's relationship to you?

1 MOTHER/FEMALE GUARDIAN 
2 FATHER/MALE GUARDIAN 
3 SISTER 
4 BROTHER 
5 SPOUSE 
6 OTHER RELATIVE 
7 FRIEND 
8 CHILD 
9 OTHER

ITERS: 
RANGE: 
QXQ: No QxQ needed.

INSTRUCTIONS:

NAME
AQ number: 852

Have you used any other name than "F_NAME"? INTERVIEWER: CLARIFY IF NECESSARY:

Including maiden name, married name, alias, etc.

1 YES 
2 NO

ITERS: 
QXQ: No QxQ needed.

INSTRUCTIONS:

NAME
AQ number: 853

What is that name?

ITERS: 
QXQ: No QxQ needed.

INSTRUCTIONS:
ADDRESS
We would also like to get your current address and telephone number. Is it .... SAMPLE:

AQ number: 855

STREET ADDRESS: 
CITY: 
STATE: 
ZIP CODE: 
TELEPHONE NUMBER: 
ITERS: 
QXQ: No QxQ needed.
INSTRUCTIONS: IF "LOADRES" = SAME AS PERMANENT THE GOTO "SPOUNAME"

ADRSVERF
Is this your permanent address?

AQ number: 859

1 YES 
2 NO
ITERS: 
QXQ: No QxQ needed.
INSTRUCTIONS: IF ADRSVERF = 1 THEN GOTO SPOUSENAME

CURADDRESS
What is your permanent address and telephone number?

AQ number: 860

STREET ADDRESS: 
PT/BOX#: 
CITY: 
STATE: 
ZIP CODE: 
TELEPHONE NUMBER: 
ITERS: 
QXQ: No QxQ needed.
INSTRUCTIONS:

SPOUNAME
What is your (spouse's/partner's) name?

AQ number: 867

FIRST NAME: 
LAST NAME: 
ITERS: 
QXQ: No QxQ needed.
INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

DRIVERSTV
Our records show that the state in which your driver's license was issued is (NPSAS PRELOAD). Is this correct?

AQ number: 869

1 YES 
2 NO
ITERS: 
QXQ: No QxQ needed.
INSTRUCTIONS: ASK IF DRIVERS LICENSE STATE IS VALID FROM NPSAS

DRIVERSTQ
To assist us in locating you later, please tell me the state in which your driver’s license was issued.

AQ number: 870

INTERVIEWER: IF R DOESN'T HAVE DRIVER'S LICENSE ENTER "NO"
ITERS: 
QXQ: No QxQ needed.
INSTRUCTIONS: SKIP IF P_115 = MISSING THEN GOTO DRIVLIQ

DRIVLIV
I have your driver's license number as (NPSAS PRELOAD). Is that correct?

AQ number: 874

1 YES 
2 NO
ITERS: 
QXQ: No QxQ needed.
INSTRUCTIONS:
DRIVLIQ  May I have your driver's license number?  
AQ number: 875

ITERs:  
RANGE:  
QxQ: No QxQ needed.  

INSTRUCTIONS:

SSNUMBERV  I have your social security number as "P_SSNUMBER". Is that correct?  
AQ number: 877

1  YES  
2  NO

ITERs:  
RANGE:  
QxQ: No QxQ needed.  

INSTRUCTIONS:

SSNUMBERQ  What is your social security number?  
AQ number: 878

SKIP: IF DATE_RECVD_BA IS INVALID THEN GOTO CLOSEINTERVIEW

ITERs:  
RANGE:  
QxQ: No QxQ needed.  

INSTRUCTIONS:

EXQS_BA_WRONG  INTERVIEWER: CONFIRM THAT DATE IS OUT OF RANGE  
AQ number: 880

You said you never graduated. Is that correct?  
ELSE
You said you graduated on "DATE_RECVD_BA". Is that correct?

1  YES  
2  NO

ITERs:  
RANGE:  
QxQ: No QxQ needed.  

INSTRUCTIONS: