

## Appendix B

### Glossary

This glossary describes the variables used in this report, all of which come from the BPS:90/94 Data Analysis System (DAS) (see appendix C for a description of the DAS). These variables were either items taken directly from the 1990 National Postsecondary Student Aid Survey (NPSAS:90) which served as the base year for BPS, from the first BPS follow-up in 1992 or the second follow-up in 1994; or they were derived by combining one or more items in these surveys. For all variables in this glossary, the variable label is followed by the variable name contained in the DAS.

Variables are listed in the general order in which they are introduced in the report and related items are grouped together (i.e., demographic characteristics, institutional characteristics, etc.).

#### General Definitions

In the BPS survey, “beginning postsecondary students” included only students who enrolled in postsecondary education for the very first time in 1989–90, not all students who were in their first year of a postsecondary program. Thus, an individual who started postsecondary education earlier, left, and then returned was not included in BPS. Throughout this report the reference to “beginning postsecondary students” or “first-time students” refers to only those who enrolled in postsecondary education for the first time in the 1989–90 academic year.

It is important to remember that while BPS participants were all students in the 1989–90 academic year, they may or may not have been enrolled in subsequent years. For simplicity and ease of reading, this glossary refers to survey participants as “students.” However, this term should always be interpreted as “1989–90 beginning postsecondary students.”

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## Persistence and attainment patterns

Overall persistence and attainment PERACUM

Aggregated version of overall persistence and attainment variable.

Attained or still enrolled Student had attained a degree or was still enrolled as of spring of 1994. Includes students coded as “internal” as well as “transfer” “attained” “non-continuous attained,” “persisters,” and “non-continuous still enrolled.”

No degree, not enrolled Student had not attained a degree and was no longer enrolled as of spring 1994. Includes students coded as “internal” as well as “transfer” “non-continuous no longer enrolled” and “left without return.”

For complete description see appendix A.

Overall persistence and attainment/student persistence in postsecondary education PERACUM

Aggregated version of overall persistence and attainment variable.

Attained degree Student had attained a degree as of spring 1994. Includes students coded as “internal” as well as “transfer” “attained” and “non-continuous attained.”

No degree, enrolled Student had not attained a degree and was still enrolled as of spring 1994. Includes students coded as both “internal” as well as “transfer” “persisters” and “non-continuous still enrolled.”

No degree, not enrolled Student had not attained a degree and was no longer enrolled as of spring 1994. Includes students coded as “internal” as well as “transfer” “non-continuous no longer enrolled” and “left without return.”

For complete description see appendix A.

Attainment and retention at the first institution PERACUM

Aggregated version of overall persistence and attainment variable.

Attained degree at the first institution

Student had attained a degree at the first institution as of spring 1994. Includes students coded as “internal attained” and “non-continuous internal attained.”

No degree, enrolled at the first institution

Student had not attained a degree at the first institution and was enrolled at the first institution in spring 1994. Includes students coded as “internal persisters” and “non-continuous still enrolled.”

No degree, left PSE from the first institution

Student had not attained a degree at the first institution, was no longer enrolled at the first institution, and had not enrolled anywhere else as of spring 1994. Include students coded as “internal non-continuous no longer enrolled” and “internal left without return.”

No degree, transferred from the first institution

Student had not attained a degree at the first institution and had transferred from the first institution as of spring 1994. Includes all students coded as “transfers.”

For complete description see appendix A.

Overall persistence and attainment—including transfer status

PERACUM

Aggregated version of overall persistence and attainment variable.

Did not transfer  
Attained degree at first institution

Student had attained a degree at the first institution as of spring 1994. Includes students coded as “internal attained” and “internal non-continuous attained.”

No degree, enrolled at first institution

Student had not attained at the first institution and was enrolled at the first institution in spring 1994. Includes students coded as “internal persisters” and “internal non-continuous still enrolled.”

No degree, left PSE from first institution

Student had not attained a degree or transferred from the first institution and was no longer enrolled in postsecondary education in spring 1994. Includes students coded as “internal noncontinuous no longer enrolled” and “internal left without return.”

Transferred from first institution Attained degree elsewhere	Student had attained a degree at an institution after transfer as of spring 1994. Includes students coded as “transfer attained” and “transfer non-continuous attained.”
No degree, enrolled elsewhere	Student had not attained a degree and was enrolled at an institution after transfer as of spring 1994. Students coded as “transfer persists” and “transfer non-continuous still enrolled.”
No degree, left PSE after transfer	Student had not attained a degree at an institution after transfer and was no longer enrolled in postsecondary education as of spring 1994. Includes students coded as “transfer noncontinuous non longer enrolled” and “transfer left without return.”

For complete description see appendix A.

Persistence and attainment outcomes among bachelor’s degree seekers at 4-year institutions ATTENRST

Attained bachelor’s degree	Regardless of prior attainment, student had attained a bachelor’s degree as of spring 1994.
Still enrolled at 4-year institution	Regardless of prior attainment, student was still enrolled at a 4-year institution as of spring 1994.
Attained associate’s degree, not enrolled at 4-year institution	Student had attained an associate's degree and was not enrolled at a 4-year institution as of spring 1994.
Attained certificate, not enrolled at a 4-year institution	Student had attained a certificate and was not enrolled at 4-year institution as of spring 1994.
No degree, not enrolled at 4-year institution	Student had not attained any degree and was not a 4-year institution as of spring 1994.

Date of bachelor’s degree receipt RECDBA

No degree Student had not attained a bachelor’s degree as of spring 1994.

By June 1993 Student had attained a bachelor’s degree by June 1993.

By July 1993–June 1994

Student had attained a bachelor's degree at some time between July 1993–June 1994.

Persistence and attainment during the academic year

1989–90 academic year	PER8990X*
1990–91 academic year	PER9091X
1991–92 academic year	PER9192X
1992–93 academic year	PER9293X
1993–94 academic year	PER9394R**

Attained Cert. in AYyy

Student had attained a certificate at the referent institution during the academic year.

Attained AA in AYyy

Student had attained an associate's degree at the referent institution during the academic year.

Attained BA in AYyy

Student had attained a bachelor's degree at the referent institution during the academic year.

Persisted into AYyy+1

Student was still enrolled at the referent institution during the fall of the following academic year, had been working towards an associate's degree during the academic year but changed to working towards a bachelor's degree during the following academic year, or transferred without a break in enrollment continuity to a similar or higher level institution.

Downward or delayed transfer in AYyy

Student transferred to a lower level institution during the academic year or transferred with a break in enrollment continuity.

Stopout in AYyy

Student left the referent institution during the academic year and re-enrolled after a period of more than 4 months.

Left without return in AYyy

Student left the referent institution during the academic year and had not re-enrolled in postsecondary education as of spring 1994.

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\* PER8990X does not include the category not enrolled in AYyy.

\*\*Because subsequent enrollment is not observed, PER9394R does not include the categories for stopout or delayed transfer and persisters are categorized as still enrolled.



Departure from the persistence track LEFTPT

Indicates whether the student departed from the persistence track before the first degree (if any) or last enrollment. Departure is defined as stopping out, a break in continuity of enrollment at the referent institution; downward or delayed transfer, transfers to a lower level institution or transfers involving a break in the continuity of enrollment; leaving without return, leaving the referent institution and not re-enrolling as of spring 1994.

Did not leave Before first degree (if any) or last enrollment the student did not depart from the persistence track.

Left the persistence track Before first degree (if any) or last enrollment the student departed from the persistence track.

First type of departure from the persistence track LEFTPT

Downward or delayed transfer Before first degree (if any) or last enrollment student transferred to a lower level institution or transferred with a break in enrollment continuity.

Stopout Before first degree (if any) or last enrollment student left the referent institution and re-enrolled after a period of more than 4 months.

Left without return Before first degree (if any) or last enrollment student left the referent institution and had not re-enrolled in postsecondary education as of spring 1994.

Timing of departure from the persistence track LEFTYR

Academic year the student first departed from the persistence track.

Did not leave Student did not depart from the persistence track.

1989–90 departure Student's first departure from the persistence track occurred during the 1989–90 academic year.

1990–91 departure Student's first departure from the persistence track occurred during the 1990–91 academic year.

1991–92 departure Student's first departure from the persistence track occurred during the 1991–92 academic year.

1992–93 departure Student's first departure from the persistence track occurred during the 1992–93 academic year.

1993–94 departure Student’s first departure from the persistence track occurred during the 1993–94 academic year.

Persistence and attainment during spells of continuous enrollment

Persistence and attainment during the first, longest, or last spell of continuous enrollment. Derived by tracing the student’s persistence path during the continuous spell of enrollment at the first, longest, or last institution attended.

First spell of continuous enrollment	PERAFIRS
Longest spell of continuous enrollment	PERALONG
Last spell of continuous enrollment	PERALAST*

Attained degree at end of spell The spell of continuous enrollment ended when the student attained a degree at the referent institution.

Still enrolled in spring 1994 The student was still enrolled at the referent institution at the end of the spell of continuous enrollment.

Spell ended with transfer The spell of continuous enrollment ended when the student transferred from the referent institution.

Spell ended with stopout The spell of continuous enrollment ended when the student stopped out from the referent institution.

Left without return at the end of spell The spell of continuous enrollment ended when student left the referent institution and did not re-enroll in postsecondary education.

Persistence and attainment towards degree

Aggregated version of persistence and attainment toward the degree variable.

Associate’s degree	PERAAA
Bachelor’s degree	PERABA
Certificate	PERACT

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\* Since subsequent enrollment was not observed at the last institution, the possible outcomes are limited to: attained a certificate or degree from the institution, still enrolled, and left without return. For complete description see appendix A.

Attained degree	Student had attained the degree working toward as of spring 1994. Includes students coded as “internal” as well as “transfer” “attained” and “non-continuous attained.”
No degree, enrolled	Student was still enrolled toward the degree as of spring 1994. Includes students coded as “internal” as well as “transfer” “persisters” and “non-continuous still enrolled.”
No degree, not enrolled	Student had not attained the degree working toward and was no longer enrolled in postsecondary education. Includes students coded as “internal” as well as “transfer” “non-continuous no longer enrolled” and “left without return.”
Changed degree working toward	Student had not attained the degree working toward, was no longer working toward this degree, but had enrolled toward a different degree objective. Includes students coded as “internal” as well as “transfer” “changed degree working toward.” Students in this category are reclassified according to the new degree objective in either PERAAA, PERABA, or PERACT.

For complete description see appendix A.

Academic year of last enrollment	LASTENR
AY 1989–90	Student was last enrolled during the 1989–90 academic year.
AY 1990–91	Student was last enrolled during the 1990–91 academic year.
AY 1991–92	Student was last enrolled during the 1991–92 academic year.
AY 1992–93	Student was last enrolled during the 1992–93 academic year.
AY 1993–94	Student was last enrolled during the 1993–94 academic year.

## Number of months enrolled

Count of number of months enrolled during the period of analysis.

Through first degree (if any) or last enrollment*	NUMMCUM
During first spell of continuous enrollment at the first institution	NUMMFIRS

Less than 12 months	Student was enrolled for less than 12 months.
12–24 months	Student was enrolled for 12–24 months.
25–36 months	Student was enrolled for 25–36 months.
37–48 months	Students was enrolled for 37–48 months.
More than 48 months	Student was enrolled for more than 48 months.

\*Variable also used as an average.

## Intensity of enrollment

Intensity of enrollment. Calculated as the percentage of months enrolled full time during the period of analysis.

Through first degree (if any) or last enrollment	ATSTCUM
During first spell of continuous enrollment	ATSTFIRS
During longest spell of continuous enrollment	ATSTLONG
During last spell of continuous enrollment	ATSTLAST
During the 1989–90 academic year	ATST8990
During the 1990–91 academic year	ATST9091
During the 1991–92 academic year	ATST9192
During the 1992–93 academic year	ATST9293
During the 1993–94 academic year	ATST9394

Exclusively part time	The student was not enrolled full time during any month.
Mixed	The student was enrolled full time between 1–99 percent of months.
Exclusively full time	The student was enrolled full time during all months.

Attendance status

When began at first institution	ATT8990
When began working towards associate's degree	ATTAA
When began working toward bachelor's degree	ATTBA
When began working towards certificate	ATTCT
When began first spell	ATT8990
When began longest spell	ATTLONG
When began last spell	ATTLAST

Part time Student attended part time during the first month enrolled.

Full time Student attended full time during the first month enrolled.

Number of institutions attended

Count of number of institutions attended during the period of analysis. Includes simultaneous or temporary enrollment at more than one institution as well as transfers.

Through first degree (if any) or last enrollment	NINSCUM
Throughout postsecondary education	NINSTOT

One Student attended one postsecondary institution.

More than one Student attended more than one postsecondary institution.

Positive values on this variable are also used to identify the percentage of students who ever attended more than one institution.

Transfer status and enrollment continuity through first degree PERACUM

Recoded version of overall persistence and attainment through first degree variable (PERACUM) to aggregate student persistence and attainment outcomes based on transfer status and enrollment continuity. Indicates transfer and enrollment continuity before first degree (if any) or last enrollment. Students were classified as transfers only if they changed institutions permanently without returning to the original institution.

Did not transfer, continuously enrolled Before first degree (if any) or last enrollment, student did not transfer and did not break enrollment continuity for more than 4 months. Includes students categorized as "internal persisters" and "internal left without return."

Did not transfer, not continuously enrolled

Before first degree (if any) or last enrollment, student did not transfer and broke enrollment continuity for more than 4 months. Includes students categorized as “internal stopouts.”

Transferred, continuously enrolled

Before first degree (if any) or last enrollment, student transferred and did not break enrollment continuity for more than 4 months. Includes students categorized as “transfer persisters” and “transfer left without return.”

Transferred, not continuously enrolled

Before first degree (if any) or last enrollment student transferred and broke enrollment continuity for more than 4 months. Includes students categorized as “transfer stopouts.”

For complete description, see appendix A.

Enrollment continuity through first degree

STOPOUT

Recoded version of overall persistence and attainment through first degree variable. (PERACUM). Aggregates student persistence and attainment outcomes based on enrollment continuity. Indicates enrollment continuity through first degree (if any) or last enrollment.

Continuous

Before first degree (if any) or the last enrollment, the student did not break continuity of enrollment with a period of non-enrollment of more than 4 months. Includes students coded as “internal” as well as “transfer” “attained,” “persisters,” and “left without return.”

Not continuous

Before first degree (if any) or the last enrollment, the student broke continuity of enrollment with a period of non-enrollment of more than 4 months. Includes students categorized as “internal” as well as “transfer” “stopout attained,” “stopout still enrolled,” and “stopout-no longer enrolled.”

For complete description see appendix A.

Transfer status before first degree

PERACUM

Recoded version of overall persistence and attainment before first degree (if any) or last enrollment, aggregates students’ persistence and attainment outcomes based on transfer status. Indicates a transfer before first degree (if any) or last enrollment. Students were classified as transfers only if they changed institutions permanently without returning to the original institution.

Did not transfer Before first degree (if any) or last enrollment, the student did not transfer. Includes all students categorized as “internal.”

Transferred Before first degree (if any) or last enrollment, the student transferred. Includes all students categorized as “transfer.”

Positive values on this variable are also used to identify the percentage of students who ever transferred before first degree (if any) or last enrollment.

For complete description see appendix A.

Transferred before or after first degree TRAN1ATT

Student transferred at some time during postsecondary education, based on attainment status at time of first transfer variable. Positive values on this variable are used to indicate the percentage of students who ever transferred during postsecondary education before or after attainment.

## Institutional Characteristics

Level of institution

Level of referent institution. Aggregates level and control of institution according to level.

First institution attended	OFCO8990
Institution where began working toward associate’s degree	OFCOAA
Institution where began working toward bachelor’s degree	OFCOBA
Institution where began working toward certificate	OFCOCT
Longest institution attended	OFCOLONG
Last institution attended	OFCOLAST
Referent institution during the 1989–90 academic year	OFCO8990
Referent institution during the 1990–91 academic year	OFCO9091
Referent institution during the 1991–92 academic year	OFCO9192
Referent institution during the 1992–93 academic year	OFCO9293

Less-than-2-year An institution whose normal program of study is less than 2 years in duration.

2-year An institution whose program of study results in an award or degree below the baccalaureate level, and is at least 2 years but less than 4 years in

duration. These institutions include many community and junior colleges.

4-year

An institution that offers 4-year baccalaureate degrees. These institutions may or may not also offer master's, doctoral, or first professional degrees in one or more programs as the highest degree awarded.

Control of institution

Control of referent institution. Aggregates level and control of institution according to control.

First institution attended	OFCO8990
Institution where began working toward associate's degree	OFCOAA
Institution where began working toward a bachelor's degree	OFCOBA
Institution where began working toward certificate	OFCOCT
Longest institution attended	OFCOLONG
Last institution attended	OFCOLAST
Referent institution during the 1989–90 academic year	OFCO8990
Referent institution during the 1990–91 academic year	OFCO9091
Referent institution during the 1991–92 academic year	OFCO9192
Referent institution during the 1992–93 academic year	OFCO9293

Public

A postsecondary educational institution operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and that is supported primarily by public funds.

Private, not-for-profit

A postsecondary educational institution that is controlled by an independent governing board and incorporated under Section 501(c)(3) of the Internal Revenue Code.

Private, for-profit

A postsecondary educational institution that is privately owned and operated as a profit-making enterprise. These institutions include career colleges and proprietary institutions.

Level and control of institution

Combined level and control of referent institution.

First institution attended	OFCO8990
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Institution through first degree (if any) or last enrollment	
OFCONCUM	
Institution where began working toward associate's degree	OFCOAA
Institution where began working toward a bachelor's degree	OFCOBA
Institution where began working toward a certificate	OFCOCT
First spell of continuous enrollment	
	OFCO8990
Longest spell of continuous enrollment	OFCOLONG
Last spell of continuous enrollment	OFCOLAST
Institution where attained highest degree	OFCONHI
Referent institution during the 1990–91 academic year	OFCO9091
Referent institution during the 1991–92 academic year	OFCO9192
Referent institution during the 1992–93 academic year	OFCO9293
Referent institution during the 1993–94 academic year	OFCO9394

4-year

Public	Public, 4-year institution
Private, not-for-profit	Private, not-for-profit, 4-year institution
Private, for profit	Private for profit, 4-year institution

2-year

Public	Public, 2-to 3-year institution
Private, not-for-profit	Private, not-for-profit, 2-to 3-year institution
Private, for-profit	Private, for-profit, 2-to 3-year institution

Less-than-2-year

Public	Public, less-than-2-year institution
Private, not-for-profit	Private, not-for-profit, less-than-2-year institution
Private, for-profit,	Private, for-profit, less-than-2-year institution

Level and control of first institution OFCO8990

Recorded level and control of the first (NPSAS) institution.

Public, 4-year	Public, 4-year institution
Private, not-for-profit, 4-year	Private, not-for-profit, 4-year institution
Public, less-than-4-year	Public, 2-to 3-year or less-than-2-year institution

Private, not-for-profit, less-than-4-year                      Private, not-for-profit, 2-to 3-year or less-than-2-year institution

Private, for-profit, less-than-4-year                      Private, for-profit, 2-to 3-year or less-than-2-year institution

Ever attend a public 2-year institution                      EVERCC

Positive values on this variable are used to identify the percentage of students who reported ever attending a public 2-year institution.

Ever attend a public or private, not-for-profit 4-year institution                      EVER4YR

Positive values on this variable are used to identify the percentage of students who reported ever attending a public or private, not-for-profit 4-year institution.

Ever attend a private, for-profit institution                      EVERPROP

Positive values on this variable are used to identify the percentage of students who reported ever attending a private, for-profit institution.

Control of transfer institutions                      TRAN1CTL

Variable indicates the relationship between the control of the institution the student transferred from and the control of the first institution they transferred to.

Did not transfer                      Student did not transfer.

Public to public                      Student transferred from one publicly controlled institution to another.

Private, not-for-profit to public                      Student transferred from a private, not-for-profit institution to a publicly controlled institution.

Public to private, not-for-profit                      Student transferred from a publicly controlled institution to a private, not-for-profit institution.

Other transfers                      Student's transfer involved other combinations.

## Degree Characteristics

Degree working toward

Type of degree student reported working toward at referent institution.

When began at first institution	GOAL8990
When began first spell	GOAL8990
When began longest spell	GOALLONG
When began last spell	GOALLAST
When began at last institution	GOALLAST

None	Student did not report working toward any formal award.
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Certificate	Student reported working toward a certificate or formal award other than an associate's or bachelor's degree.
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Associate's degree	Student reported working toward an associate's degree.
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Bachelor's degree	Student reported working toward a bachelor's degree.
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Degrees attempted at any time

Certificate	PERACT
Associate's degree	PERAAA
Bachelor's degree	PERABA

Positive values on those variables are used to identify the percentage of students who ever reported working toward the specific degree at any time during postsecondary education.

Number of degrees attempted	NUMDEG
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Number of degrees attempted during postsecondary education. Count of number of different degrees (associate's, bachelor's, and certificates) the student reported working toward during postsecondary education. Each certificate is considered a separate attempt.

None	Student did not attempt any degree during postsecondary education.
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One	Student attempted one degree during postsecondary education.
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Two	Student attempted two degrees during postsecondary education.
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Three or more	Student attempted three or more degrees during postsecondary education.
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Type of degree attempted	DEGSTAT
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Certificate only	Student attempted only a certificate during postsecondary education.
Associate's degree only	Student attempted only an associate's degree during postsecondary education.
Bachelor's degree only	Student attempted only a bachelor's degree during postsecondary education.
More than one degree	Student attempted more than one degree during postsecondary education.

Type of degree attained

Type of degree attained during postsecondary education.

First degree	DEGREE1
First degree at first institution attended	DEGREEFS
Highest degree	DEGALL

None	Student did not attain any degrees during postsecondary education.
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Certificate	Student attained a certificate or other formal award during postsecondary education.
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Associate's degree	Student attained an associate's degree during postsecondary education.
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Bachelor's degree	Student attained a bachelor's degree during postsecondary education.
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Type of degree(s) attained	DEGASTAT
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Type of degree attained during postsecondary education. The variable indicates the type of degree or combination of degrees attained at any time during postsecondary education, without respect to order.

None	Student did not attain any degree during postsecondary education.
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Certificate	Student attained a certificate or other formal award during postsecondary education.
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Associate's degree	Student attained an associate's degree during postsecondary education.
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Bachelor's degree	Student attained a bachelor's degree during postsecondary education.
Certificate and associate's degree	Student attained a certificate and an associate's degree during postsecondary education.
Certificate and bachelor's degree	Student attained a certificate and a bachelor's degree during postsecondary education.
Associate's and bachelor's degree	Student attained an associate's and a bachelor's degree during postsecondary education.
Certificate, associate's and bachelor's degree	Student attained a certificate, an associate's and a bachelor's degree.

## Student Characteristics

### Number of children

Number of children living with the student in the same household during month began at referent institution.

When began at first institution	KIDS8990
When began working toward associate's degree	KIDSAA
When began working toward bachelor's degree	KIDSBA
When began working toward certificate	KIDSCT
When began first spell	KIDS8990
When began longest spell	KIDSLONG
When began last spell	KIDSLAST

None	Student had no children living in the same household.
One or more	Student had one or more children living in the same household.

Positive values on these variables are also used to identify the percentage of students with children living in the same household.

### Single parent status

Single parent status during month began at referent institution. Students are considered single parents if they report having children but are unmarried, divorced, widowed, or separated.

When began at first institution	SING8990
When began working toward associate’s degree	SINGAA
When began working toward bachelor’s degree	SINGBA
When began working toward certificate	SINGCT
When began first spell	SING8990
When began longest spell	SINGLONG
When began last spell	SINGLAST

Not a single parent   Student was not a single parent.

Single parent   Student was a single parent.

Positive values on these variables are also used to identify the percentage of students who were single parents.

Gender   H\_GENDER

Male   Student was male.

Female   Student was female.

Race–ethnicity of student   BPSRACE

Asian/Pacific Islander   A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.

Black, non-Hispanic   A person having origins in any of the black racial groups of Africa, not of Hispanic origin.

Hispanic   A person of Mexican, Puerto Rican, Cuban, Central or South America or other Spanish culture or origin, regardless of race.

American Indian/Alaskan Native   A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

White, non-Hispanic   A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Age

Age when began at first institution	AGE8990
Age when began working toward associate's degree	AGEAA
Age when began working toward bachelor's degree	AGEBA
Age when began working toward certificate	AGECT
Age when began first spell	AGE8990
Age when began longest spell	AGELONG
Age when began last spell	AGELAST
18 years or younger	Student was 18 years old or younger.
19 years	Student was 19 years old.
20–29 years	Student was between 20 and 29 years old.
30 years or older	Student was 30 year old or older.
Socioeconomic status	SESPERC
Composite variable combining parent's education and occupation, dependent student's family income, and the existence of a series of material possessions in respondent's home.	
Lowest quartile	Socioeconomic status fell at or below the lowest 25th percentile.
Middle quartiles	Socioeconomic status fell between the 25th percentile and the 75th percentile.
Highest quartile	Socioeconomic status fell at or above the 75th percentile.
Marital status	
Marital status when began at first institution	MAR8990
Marital status when began working toward associate's degree	MARAA
Marital status when began working toward bachelor's degree	MARBA
Marital status when began working toward certificate	MARCT
Marital status when began first spell	MAR8990
Marital status when began longest spell	MARLONG
Marital status when began last spell	MARLAST
Not married	Student was not married. Includes students who were divorced or widowed.
Married	Student was married.
Separated	Student was married, but separated from his or her spouse.
Type of high school diploma	H_HSDIP
High school diploma	Student received a high school diploma.

GED, cert. of completion	Student received a GED (General Educational Development) certificate or a certificate of completion; also includes a small number of cases with no high school diploma.
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Positive values on this variable are also used to identify the percentage of students without a regular high school diploma.

Parental education	RPARED
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Highest level of education completed by either parent.

Less than high school	Neither parent graduated from high school or received a GED (General Educational Development) certificate.
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High school graduate	One or both parents graduated from high school or received a GED certificate.
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Some postsecondary	One or both parents had some postsecondary education, less than a bachelor's degree, including an associate's degree.
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Bachelor's degree or higher	One or both parents earned a bachelor's degree, or an advanced degree such as a master's degree, Ph.D., M.D., etc.
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Dependency status in 1989–90	DEPEND
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Dependency status for federal financial aid in 1989–90.

Independent	Student was considered independent by meeting one of the following criteria:
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- (1) 24 years of age by December 31, 1989;
- (2) a military veteran;
- (3) a ward of the court or both parents are deceased;
- (4) had legal dependents other than a spouse;
- (5) was married or a graduate student and not claimed as a tax exemption for the 2 years previous to the beginning of the academic year and had at least \$4,000 in financial resources.
- (6) was a single undergraduate but not claimed as a tax exemption for the 2 years previous to the beginning of the academic year and had at least \$4,000 in financial resources.

Dependent	Students were considered financially dependent in 1989–90 if they did not meet any of the criteria for independence.
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## Dependency status

Dependency status for federal tax purposes.

When began at first institution	DEP8990
When began working toward associate's degree	DEPAA
When began working toward bachelor's degree	DEPBA
When began working toward certificate	DEPCT
When began first spell	DEP8990
When began longest spell	DEPLONG
When began last spell	DEPLAST

Independent Student reported not being claimed as dependent on parent's federal tax return in a specific year.

Dependent Student reported being claimed as dependent on parent's federal tax return in a specific year.

Income and dependency status in 1989–90 INCOME

Dependency status and categorical income level. Adjusted gross income in calendar year 1988. The source of income for dependent students is their parents or guardians; the source of income for independent students is their own earnings including those of their spouse if they were married. This variable is from NPSAS:90 and includes imputed values.

Dependent students	
Less than \$20,000	Income less than \$20,000 in 1988.
\$20,000–\$39,999	Income between \$20,000 and \$39,999 in 1988.
\$40,000–\$59,999	Income between \$40,000 and \$59,999 in 1988.
\$60,000 or more	Income more than \$60,000 in 1988.
Independent students	
Less than \$10,000	Income less than \$10,000 in 1988.
\$10,000–\$19,999	Income between \$10,000 and \$19,999 in 1988.
\$20,000 or more	Income more than \$20,000 in 1988.

## Number of Risk Factors

Count of number of persistence risk factors. Risk factors include delayed enrollment, no high school diploma, part-time attendance, financial independence, having children, being a single parent, and working full time while enrolled.

When began at first institution	ATRS8990
When began working toward associate's degree	ATRSAA
When began working toward bachelor's degree	ATRSBA
When began working toward certificate	ATRSCT

When began first spell	ATRS8990
When began longest spell	ATRSLONG
When began last spell	ATRSLAST

None	Student had no risk factors.
One	Student had one risk factor.
Two	Student had two risk factors.
Three or more	Student had three or more risk factors.

Delayed postsecondary enrollment	DELAYNER
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Delayed entry into postsecondary education after high school graduation. Positive values on this variable are also used to identify the percentage of students who delayed entry.

Did not delay	Students with standard high school diplomas who entered postsecondary education in the same calendar year as high school graduation.
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Delayed	Students who did not receive a standard high school diploma (received a GED or a certificate of completion) were considered to have delayed, as well as students with standard high school diplomas who did not enter postsecondary education in the same calendar year as high school graduation.
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Worked full time while enrolled

When began at first institution	EMWK8990
When began working toward associate's degree	EMWKAA
When began working toward bachelor's degree	EMWKBA
When began working toward certificate degree	EMWKCT
When began first spell	EMWK8990
When began longest spell	EMWKLONG
When began last spell	EMWKLAST

Did not work full time while enrolled	Student worked less than 34 hours per week while enrolled. Includes students who did not work.
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Worked full time while enrolled	Student considered his/her primary role in postsecondary education to be that of employee, or student who worked 34 or more hours/week while enrolled.
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Students who considered their primary role in postsecondary education as employees were automatically considered to be full time. The remaining students were categorized as working full time while enrolled if the average number of hours/week they worked while enrolled was 34 or more. Positive values on these variables are also used to identify the percentage of students who worked full time while enrolled.

Attendance status

Intensity of enrollment during the month when the student began at the referent institution.

When began at first institution	ATT8990
When began working toward associate's degree	ATTAA
When began working toward bachelor's degree	ATTBA
When began working toward certificate	ATTCT
When began first spell	ATT8990
When began longest spell	ATTLONG
When began last spell	ATTLAST
When began the 1989-90 academic year	ATT8990
When began the 1990-91 academic year	ATT9091
When began the 1991-92 academic year	ATT9192
When began AY 1992-93 academic year	ATT9293
When began AY 1993-94 academic year	ATT9394

Full time Student was enrolled full time.

Part time Student was enrolled part time.

Social, Academic, and Work Experiences

Index of social integration in 1989-90 SOCL8990

Average social integration at the NPSAS institution. Examines whether the student had contact with faculty outside of class, went places with friends from school, participated in student assistance centers/programs, or participated in school clubs. The mean of the students' responses across these questions was calculated. Each question used in the calculation included 4 possible responses: 1=never, 2=once, 3=sometimes, 4=often.

Low Student's average social integration was less than or equal to 1.75.

Moderate Student's average social integration was greater than 1.75 but less than or equal to 2.75.

High Student's average social integration was greater than 2.75.

Index of academic integration in 1989-90 ACAD8990

Average academic integration at the NPSAS institution. Examines whether the student attended career-related lectures, participated in study groups with other students, talked academic matters with faculty or met advisor concerning academic plans. The mean of the students' responses across these questions was calculated. Each question used in the calculation included 4 possible responses: 1=never, 2=once, 3=sometimes, 4=often.

Low Student's average academic integration was less than or equal to 1.75.

Moderate Student's average academic integration was greater than 1.75 but less than or equal to 2.75.

High Student's average academic integration was greater than 2.75.

Satisfaction with first institution in 1989-90 SATISFYN

Number of aspects of the institution the student reported being satisfied with. Examines whether the student was satisfied with the cost of attending the institution the prestige of the institution, teaching ability, social life, and their intellectual development.

Low Student reported being satisfied with one or fewer aspects of the institution.

Moderate Student reported being satisfied with two aspects of the institution.

High Student reported being satisfied with three or more aspects of the institution.

Local residence in 1989-90 LOCALRES

Where the student reported living during the 1989-90 academic year.

Campus housing Student lived in institution-owned living quarters. These are typically on-campus dormitories, residence halls, or other facilities.

Off-campus Student lived off-campus in non-institution-owned housing, but not with parents.

With parents Student lived at home with parents.

Educational aspirations in 1989-90 ASPIRE

Highest level of education that the student expected to complete. Recoded from the student's reported educational aspirations in the NPSAS survey.

Trade school Student expected to earn a vocational certificate or license, or to attend college, but not to earn a bachelor's degree.

2-year degree Student expected to earn less than a bachelor's degree, but planned to attend at least 2 years (including those who aspired to earn an associate's degree).

Bachelor's degree Student expected to earn a bachelor's degree, but not an advanced degree.

Advanced degree Student expected to earn a master's, doctorate, or first professional degree.

Average hours worked while enrolled in 1989–90 HRS8990

Average hours worked per week during those months when enrolled for at least part of the month. If the student was employed (including college work-study) during a given month, the average number of hours worked per week across all jobs held during the month was derived based on the start and end dates and the average hours worked per week of each job as reported during the interview. In calculating this average, the denominator was increased by 1 if the student was employed and enrolled at any time during the month. For this variable, employment was only considered if the student was enrolled during part of the month. For example, if students worked 20 hours per week for three months during the year they were enrolled, but worked 40 hours per week at other times, their value for this variable would be 20 (i.e., in deriving this variable, the hours employed while not enrolled were ignored).

Less than 5 hours	Student worked less than 5 hours while enrolled.
5–15 hours	Student worked 5 to 15 hours while enrolled.
16–25 hours	Student worked 16 to 25 hours while enrolled.
26–34 hours	Student worked 26 to 34 hours while enrolled.
More than 34 hours	Student worked more than 34 hours while enrolled.

Grade point average in 1989–90 GPA

Cumulative grade point average over the 1989–90 academic year. The most recent GPA was used if the cumulative GPA was not available.

Less than C's	Student's grade point average fell at or below 1.75.
Mostly C's	Student's grade point average fell between 1.75 and 2.25.
B's and C's	Student's grade point average fell between 2.25 and 2.75.
Mostly B's	Student's grade point average fell between 2.75 and 3.25.
A's and B's	Student's grade point average fell between 3.25 and 3.75.
Mostly A's	Student's grade point average fell at or above 3.75.

Number of types of remedial instruction received in 1989–90 REMEDIAL

Count of number of types of remedial instruction received in 1989–90. Possible types include reading, mathematics, writing, and study skills.

- |             |   |
|-------------|---|
| None        | Student did not receive any remedial instruction.           |
| One         | Student received one type of remedial instruction.          |
| Two or more | Student received two or more types of remedial instruction. |

### Education financing characteristics

Total costs in 1989–90 TOTCOST2

This variable represents the total student costs during the 1989–90 academic year, including the sum of tuition and fees, room and board, books and supplies, and other educational, room, or off-campus costs. Room, board, and other living costs for off-campus students is derived by multiplying the student-reported average monthly household expenses by the number of months enrolled. This variable adjusts for non-tuition costs of part time and independent students so that the monthly expenses of the independent household included in educational costs are limited to the student and related to attendance intensity.

- |                   |  |
|-------------------|--|
| Less than \$4,000 | Student's education costs during the 1989–90 academic year was less than \$4,000.            |
| \$4,000–\$7,999   | Student's education costs during the 1989–90 academic year was between \$4,000 and \$7,999.  |
| \$8,000–11,999    | Student's education costs during the 1989–90 academic year was between \$8,000 and \$11,999. |
| \$12,000 or more  | Student's education costs during the 1989–90 academic year was \$12,000 or more.             |

Total aid amount in 1989–90 TOTALID

Total amount of financial aid received by a student during the 1989–90 academic year. Includes grants, loans, or work study as well as loans under the PLUS program.

- |                   |  |
|-------------------|--|
| None              | Student did not receive financial aid during the 1989–90 academic year.                  |
| Less than \$2,000 | Financial aid received during the 1989–90 academic year was less than \$2,000.           |
| \$2,000–\$4,999   | Financial aid received during the 1989–90 academic year was between \$2,000 and \$4,999. |

\$5,000–\$6,999 Financial aid received during the 1989–90 academic year was between \$5,000 and \$6,999.

\$7,000 or more Financial aid received during the 1989–90 was \$7,000 or more.more.

Total federal aid amount in 1989–90 TFEDAID

Total amount of aid received by a student during the 1989–90 academic year from all federal aid programs. Positive values on this variable are also used to identify the percentage of students who received this category of aid.

None Student did not receive federal financial aid during the 1989–90 academic year.

Less than \$2,000 Federal financial aid received during the 1989–90 academic year was less than \$2,000.

\$2,000–\$4,999 Federal financial aid received during the 1989–90 academic year was between \$2,000 and \$4,999.

\$5,000–\$6,999 Federal financial aid received during the 1989–90 academic year was between \$5,000 and \$6,999.

\$7,000 or more Federal financial aid received during the 1989–90 academic year was \$7,000 or more.

Total loan amount in 1989–90 TOTLOAN

Total amount of non-family loan aid received by a student during the 1989–90 academic year. This includes all loans through federal, state, or institutional programs except PLUS loans (which are made to parents). Loans are a type of student financial aid that advances funds and that are evidenced by a promissory note requiring the recipient to repay the specified amounts under prescribed conditions. Does not include loans from parents, relatives, or friends.

None Student did not receive a loan during the 1989–90 academic year.

Less than \$1,000 Loans received during the 1989–90 academic year was less than \$1,000.

\$1,000–\$1,999 Loans received during the 1989–90 academic year was between \$1,000 and \$1,999.

\$2,000–\$2,999 Loans received during the 1989–90 academic year was between \$2,000 and \$2,999.

\$3,000 or more Loans received during the 1989–90 academic year was \$3,000 or more.

Total grant amount in 1989–90

TOTGRT

Total grants received during the 1989–90 academic year. This includes all grants from any source. Grants are a type of student financial aid that does not require repayment or employment. Grants include scholarships and fellowships.

None	Student did not receive a grant during the 1989–90 academic year.
Less than \$1,000	Grants received during the 1989–90 academic year was less than \$1,000.
\$1,000–\$1,999	Grants received during the 1989–90 academic year was between \$1,000 and \$1,999.
\$2,000–\$2,999	Grants received during the 1989–90 academic year was between \$2,000 and \$2,999.
\$3,000 or more	Grants received during the 1989–90 academic year was \$3,000 or more.

Aid package at first institution in 1989–90

AIDP8990

Types of financial aid received from all sources, including federal, state, institution, and other sources at the first (NPSAS) institution during the 1989–90 academic year.

No aid	Student did not receive any aid at the first institution during the 1989–90 academic year.
Grants, no loans	Student received grants but not loans at the first institution during the 1989–90 academic year.
Grants and loans	Student received grants and loans at the first institution during 1989–90 academic year.
Loans, no grants	Student received loans but not grants at the first institution during 1989–90 academic year.
Other aid	Student received aid other than grants or loans at the first institution during the 1989–90 academic year.

Financial aid receipt during the academic year

During the 1989–90 academic year	AID8990
During the 1990–90 academic year	AID9091
During the 1991–92 academic year	AID9192
During the 1992–93 academic year	AID9293
During the 1993–94 academic year	AID9394



Yes	Student received non-family financial aid from any source; including federal, state, institution and other sources, during the academic year.
No	Student did not receive non-family financial aid from any source; including federal, state, institution and other sources, during the academic year.

Positive values on these variables are also used to identify the percentage of students who received any non-family aid during a particular academic year.

Any financial aid ANYAID93

Received any financial aid during postsecondary education.

Received financial aid	Student received non-family financial aid from any source during postsecondary education.
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Did not receive financial aid	Student never received any non-family financial aid from any source during postsecondary education.
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Positive values on this variable are also used to identify the percentage of students who received any non-family financial aid from any source during postsecondary education.

Grants GOTGRANT

Received any grants or scholarships during postsecondary education.

Received grant	Student received a grant or scholarship during postsecondary education.
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Did not receive grant	Student never received a grant or scholarship during postsecondary education.
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Positive values on this variable are also used to identify the percentage of students who received a grant or scholarship during postsecondary education.

Loans GOTLOAN

Received any loans during postsecondary education.

Received loan	Student received a non-family student loan during postsecondary education.
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Did not receive loan	Student never received a non-family student loan during postsecondary education.
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Positive values on this variable are also used to identify the percentage of students who received non-family student loans during postsecondary education.

Employer aid GOTEMPL

Received any employer aid during postsecondary education.

Received employer aid Student received employer aid during postsecondary education.

Did not receive employer aid Student never received any employer aid during postsecondary education.

Positive values on this variable are also used to identify the percentage of students who received employer aid during postsecondary education.

Spouse or other relative financial assistance SPSOTHER

Received any financial assistance from spouse or other relatives during postsecondary education.

Received spouse or other relative financial assistance Student received assistance from a spouse or other relatives during postsecondary education.

Did not receive spouse or other relative financial assistance Student never received assistance from a spouse or other relatives during postsecondary education.

Positive values on this variable are also used to identify the percentage of students who received assistance from a spouse or relatives during postsecondary education.

Parents financial contribution CNTRBPAR

Received any financial contribution from parents during postsecondary education.

Received parent's financial contribution Student received a financial contribution from parents during postsecondary education.

Did not receive parent's financial contribution Student never received any financial contribution from parents during postsecondary education.

Positive values on this variable are also used to identify the percentage of students who received a financial contribution from parents during postsecondary education.

Personal savings PRNSAVE

Used personal savings during postsecondary education.

Used personal savings Student used personal savings for tuition or associated living expenses during postsecondary education.

Did not use personal savings Student never used personal savings for tuition or associated living expenses during postsecondary education.

Positive values on this variable are also used to identify the percentage of students who used personal savings for tuition or associated living expenses during postsecondary education.

Loan from parents FROMPARS

Received a loan from parents during postsecondary education.

Received loan from parents Student received a parental loan during postsecondary education.

Did not receive loans from parents Student never received a parental loan during postsecondary education.

Positive values on this variable are also used to identify the percentage of students who received a parental loan during postsecondary education.

### Education borrowing activities

Borrowed for undergraduate education EVERBOR

Positive values on this variable are used to identify the percentage of students who received any loan, including a family loan, during postsecondary education.

Owe on postsecondary loans DRVOWE

Positive value on this variable are used to identify the percentage of students who still owed on any postsecondary loan from any source, including a family loan.

Amount borrowed for postsecondary education DRVBORAM

Amount the student borrowed for postsecondary education from all sources, including family as of spring 1994.

Less than \$5,000 Amount student borrowed for postsecondary education was less than \$5,000.

\$5,000–9,999 Amount student borrowed for postsecondary education was between \$5,000 and \$9,999.

\$10,000–14,999 Amount student borrowed for postsecondary education was between \$10,000 and \$14,999.

\$15,000–19,999 Amount student borrowed for postsecondary education was between \$15,000 and \$19,999.

\$20,000 or more Amount student borrowed for postsecondary education was \$20,000 or more.

The variable was also used as an average.

Amount owed on postsecondary loans DRVOWEAM

Amount the student owes on loans borrowed for postsecondary education from all sources, including family, as of spring 1994.

Less than \$5,000 Amount student owed on postsecondary loans was less than \$5,000.

\$5,000–9,999 Amount student owed on postsecondary loans was between \$5,000 and \$9,999.

\$10,000–14,999 Amount student owed on postsecondary loans was between \$10,000 and \$14,999.

\$15,000–19,999 Amount student owed on postsecondary loans was between \$15,000 and \$19,999.

\$20,000 or more Amount student owed on postsecondary loans was \$20,000 or more.

The variable was also used as an average.

Currently repaying educational loans SFCURREP

Positive values on this variable are used to identify the percentage of students who were repaying the postsecondary loans as of spring 1994.

Paying by self SFRHELP

Positive values on this variables are used to identify the percentage of students who were repaying educational loans on their own, rather than receiving help from others.

Average monthly loan payment SFAVGPAY

For students who reported repaying loans as of spring 1994 the variable represents their average monthly loan payment.

Less than \$50 Average monthly loan payment was less than \$50.

\$50–99 Average monthly loan payment was between \$50 and \$99.

\$100–149 Average monthly loan payment was between \$100 and \$149.

\$150–199 Average monthly loan payment was between \$150 and \$199.

\$200 or more Average monthly loan payment was \$200 or more.

## Marital status and family formation

Marital status in 1994

MARITAL2

Marital status as of spring 1994. A small percentage of students who indicated that they were single, but living as married, were categorized as never married.

Never married Student reported never having been married.

Married Student reported being married.

Divorced, widowed, separated Student reported being divorced, widowed, separated.

Timing of marriage

WHEN\_MAR

Student-reported date of marriage was compared to reported dates of first and last enrollment in order to determine the timing of marriage relative to postsecondary education.

Before postsecondary education Student reported marrying prior to postsecondary education.

While enrolled in postsecondary education Student reported marrying while enrolled in postsecondary education.

After last term Student reported marrying after last term in postsecondary education.

Current number of children

SECURCHL

Number of children reported by student as of spring 1994.

None Student did not report having children.

One or more Student reported having one or more child.

Timing of first child

HAD\_KID

Student-reported birthdate of first child was compared to reported dates of first and last enrollment in order to determine the timing of first child relative to postsecondary education.

Before postsecondary education Student reported having first child prior to postsecondary education.

While enrolled in postsecondary education Student reported having first child during postsecondary education.

After last term Student reported having first child after last term in postsecondary education.

Age in 1994

AGE8990

Student's age as of spring 1994; derived by adding 5 years to the age of the students when they began postsecondary education.

24 years or younger

Student was 24 years old or younger.

25–29 years

Student was between 25 and 29 years old.

30–34 years

Student was between 30 and 34 years old.

35 years or older

Student was 35 years or older.

### Graduate school and further education activities

Applied or intended apply to graduate school

APPLY

Positive values on this variable are used to identify the percentage of students who intended to apply or had applied to graduate school. Derived for bachelor's degree attainers only.

Attended graduate school

GRADSCHL

Positive values on this variable are used to identify the percentage of students who had ever attended graduate school. Derived for bachelor's degree attainers only.

Type of licensing exam taken

Taken any licensing exams

SBLICEXM

Taken teachers licensing exam

SBTCHEXM

Taken nursing licensing exam

SBNUREXM

Taken medical licensing exam

SBMEDEXM

Taken communication licensing exam

SBCOMEXM

Taken business licensing exam

SBBUSEXM

Taken cosmetology licensing exam

SBCOEXM

Taken engineering licensing exam

SBENGEXM

Positive values on these variables are used to identify the percentage of those students who took licensing exams who reported taking these specific types of licensing examinations.

### Civic participation and voting activities

Participate in volunteer/community service in last 2 years

SIVOL2YR

Positive values on this variable are used to identify the percentage of students who reported performing any volunteer/community service work during the past 2 years, such as PTA, little league, scouts, service clubs, church groups, or social action groups.

Currently doing volunteer work in 1994

SICURVOL

Positive values on this variable are used to identify the percentage of students who reported currently performing any volunteer/community service work during spring 1994, such as PTA, little league, scouts, service clubs, church groups or social action groups.

Types of community/volunteer service organization worked with within past 2 years

Service organization	SISERORG
Community center/social-action/neighbor group	SICOMCTR
Church/church-related group	SICHRGRP
Hospital/nursing home	SIHOSNUR
Youth organization	SIYTHORG
Educational organization	SIEDUORG

Positive values on these variables are used to identify the percentage of students who reported performing volunteer/community service in these types of organizations within the past 2 years.

Voter registration status

SVVOTREG

Student's reported voter registration status as of spring 1994.

Currently registered

Student was registered to vote as of spring 1994.

Previously registered,  
but not currently registered

Student had previously been registered to vote,  
but was not registered as of spring 1994.

Never registered

Student had never registered to vote.

Not eligible to register

Student was not eligible to vote.

Voting activities

Student's reported voting activity as of spring 1994.

Voted in local/state/national election since 2/92	SIVTLSNE
Voted in 1992 presidential election	SIV92PEL

Positive values on these variables are used to identify the percentage of students who voted.

Employment experiences

Ever work while enrolled

SWORKAT

Positive values on this variable are used to identify the percentage of students who ever spent at least 1 month both working and enrolled during postsecondary education.

Number of jobs held during PSE

NUMJOBS

Count of number of jobs the student reported during postsecondary education.

None	Student did not hold any jobs during postsecondary education.
One	Student held one job during postsecondary education.
Two	Student held two jobs during postsecondary education.
Three or more	Students held three or more jobs during postsecondary education.

Co-op/apprentice job COOP

Working students who identified their primary role in postsecondary education as a student were asked the co-op status of all jobs held prior to the date of last enrollment. The variable indicates whether of those jobs at least one was a co-op job (i.e., one in which students receive vocational training through the cooperation of employers and the postsecondary institution).

Did not have at least one co-op or apprentice job

Had at least one co-op or apprentice job

Positive values on this variable are also used to identify the percentage of students who ever held a co-op job.

On-campus job ONCAMP

Working students who identified their primary role in postsecondary education as a student were asked the on-campus status of all jobs held prior to the date of last enrollment. The variable indicates whether at least one of those jobs was on-campus.

Did not have at least one on-campus job

Had at least one on-campus job

Positive values on this variable are also used to identify the percentage of students who ever held an on-campus job.

Job related to studies RFOS

Working students who identified their primary role in postsecondary education as a student were asked whether any jobs held prior to the date of last enrollment were related to their undergraduate field of study. The variable indicates whether at least one of those jobs was “closely” related to their undergraduate field of study. A job was considered unrelated if it was reported to be either “somewhat” or not related to their field of study.

Did not have at least one job related to studies

Had at least one job related to studies



Positive values on this variable are also used to identify the percentage of students who reported holding at least one job related to their field of study.

Simultaneous jobs

DUPJOBS

Across all months during which students were both enrolled and working, students reported more than one job per month for at least 2 months (months were not necessarily sequential).

Did not hold more than one job simultaneously

Held more than one job simultaneously

Positive values on this variable are also used to identify the percentage of students who ever held simultaneous jobs.

### Most recent job

Primary occupation 1993

OCCUP93

Occupational category of principal job in 1993.

Clerical  
Craftsman\repair  
Laborer  
Manager\administrator  
Skilled machinist  
Professional  
Sales  
Services including protective services  
Technical\computer  
Other

Satisfaction with most recent job

Students reported satisfaction with aspects of most recent job.

Pay & fringe benefits	SCSATPAY
Job security/permanence	SCSATSEC
Promotion opportunity	SCSATPRO
Further educational opportunities	SCSATEDO
Importance of work	SCSATIMP
Difficulty/challenge of work	
Overall satisfaction	SCSATDIF SCSATALL

Satisfied

Student indicated being satisfied with the specific aspect of the most recent job.

Dissatisfied

Student indicated being satisfied with the specific aspect of the most recent job.

## Unemployment experiences

Ever unemployed UNEMPLOY

Positive values on this variable are used to identify the percentage of students who reported ever being unemployed between 1989 and 1994. Unemployed is defined as having no job but actually seeking work.

Ever receive unemployment compensation GETCOMP

Positive values on this variable are used to identify the percentage of students who reported ever receiving unemployment compensation between 1989 and 1994.

Total duration of unemployment in weeks TOTDUR

Variable represents the total number of months the student was ever unemployed between 1989 and 1994. Variable used as an average.

Unemployed during calendar year

Variable represents the number of separate periods of unemployment during each calendar year. Unemployment periods may be counted more than once.

1990	NUNEMP90
1991	NUNEMP91
1992	NUNEMP92
1993	NUNEMP93

Positive values on these variables are used to identify the percentage of students who reported being unemployed in a academic year.

## Most recent principal job

Months before obtained first principal job after PSE TIME2FJ

Variable represents the number of months between the students' last enrollment and when they obtained their first job. Students who obtained a job immediately after postsecondary education were coded as 0. Students who reported being still enrolled in spring 1994 or who never worked were coded as missing on this variable.

Less than 1 month Student obtained first principal job within one month after postsecondary education.

1–3 months Student obtained first principal job within one to three months after postsecondary education.

3–6 months Student obtained first principal job within three to six months after postsecondary education.

6–9 months	Student obtained first principal job within six to nine months after postsecondary education.
9–12 months	Student obtained first principal job within nine to twelve months after postsecondary
More than 12 months	Student obtained first principal job more than twelve months after postsecondary education.

Activities to obtain most recent principal job

Looked through want ads	RJWADS
Asked family, friends, or faculty—recent job	RJFAMF
Asked for interview to determine opportunity	RJINTV
Went to campus placement office	RJSCPL
Sent resume, submitted application	RJRESU
Other action taken	RJOTHR

Positive values on these variables are used to identify the percentage of students who performed the specific job search activities in order to obtain their most recent job.

Relationship between most recent principal job and education

Able to apply skills learned in school	RJAPPLSC
Could have obtained job without education	RJWOTED
Job different from education and training	RJJDIFTR
Job used tools and equipment trained to use	RJTEQTRA

Positive values on these variables are used to identify the percentage of students who reported these specific aspects as characteristic of the relationship between their most recent principal job and their postsecondary education.