

# 2007–08 NATIONAL POSTSECONDARY STUDENT AID STUDY (NPSAS:08)

## RESTRICTED-USE DATA FILES

July 2018 (Updated in June 2021)

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## A. PROTECTION OF DATA

The Federal Laws protecting the individual records on restricted-use data files are:

1. The Privacy Act of 1974 (As Amended) 5 U.S.C.552a
2. Education Sciences Reform Act of 2002 (supersedes the National Education Statistics Act of 1994)
3. USA PATRIOT Act of 2001
4. Federal Statistical Confidentiality Order of 1997
5. E-Government Act of 2002

Education Sciences Reform Act of 2002 requires that no person may:

1. Use any individually identifiable information furnished under the provisions of this section for any purpose other than statistical purposes for which it is supplied except as required by law;
2. Make any publication whereby the data furnished by any particular person under this section can be identified; or
3. Permit anyone other than the individuals authorized by the Commissioner to examine the individual reports.

Employees, including temporary employees, or other persons who have sworn to observe the limitations imposed by this law, who knowingly publish or communicate any individually identifiable information will be subject to fines of up to \$250,000, or up to 5 years in prison, or both (Class E felony).

Tampering with or misusing the restricted-use data files to attempt to identify an individual's record is a violation of Federal Law and can result in a fine of \$250,000 and imprisonment of up to 5 years.

## B. NPSAS INFORMATION

The 2008 National Postsecondary Student Aid Study (NPSAS:08) conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education (ED) is a comprehensive survey that examines how students and their families pay for postsecondary education. The study included nationally representative samples of undergraduate, graduate, and first-professional students; students attending less-than-2-year, 2-year, 4-year, and doctorate-granting institutions; students who receive financial aid and those who do not receive financial aid. NPSAS:08 is part of a series of studies, which have been conducted every 2 or 4 years since 1987. Public access data files and descriptive reports for all of the NPSAS studies are available at <https://nces.ed.gov/surveys/npsas>. In addition, data are available to the public through DataLab at <https://nces.ed.gov/datalab>. For content questions, please contact [NCES.Info@ed.gov](mailto:NCES.Info@ed.gov) or call (800) 677-6987.

The NPSAS:08 survey represents approximately 21 million undergraduate and 3 million graduate and first-professional students enrolled at any time during the 2007–08 academic year (between July 1, 2007 and June 30, 2008) at any postsecondary institutions eligible to participate in the federal Title IV financial aid programs in the 50 states, the District of Columbia, and Puerto Rico. It is based on

information collected from 114,000 undergraduates and 14,000 graduate and first-professional students enrolled at about 1,700 postsecondary institutions. Because the NPSAS:08 survey included students enrolled at any time over the 12-month period between July 1, 2007 and June 30, 2008, it is representative of the full-year, unduplicated headcount of postsecondary students nationwide. This number is greater than the Fall enrollment estimates contained in the Integrated Postsecondary Education Data System (IPEDS), which reported about 16 million undergraduates and 2.6 million graduate and first-professional students enrolled in the fall of 2007.

The NPSAS:08 survey included state-level representative samples of undergraduates attending public 2-year, public 4-year, private nonprofit 4-year, and private for-profit degree-granting institutions in 6 selected states. The 6 states (CA, GA, IL, MN, NY, TX) may be selected using the variable INSTSAST. WARNING: Data for other states in NPSAS:08 are NOT representative of those states. These six states also have representative samples in NPSAS:04 for all sectors except for private for-profit, degree-granting institutions.

## **C. FILE STRUCTURE**

Information on the file structure is available in the README.PDF on the restricted-use file.

## **D. RECORD COUNTS OF DATA FILES**

Information on record counts is available in the README.PDF on the restricted-use file.

## **E. WEIGHTED COUNTS FOR COMPARISON**

Data users can ensure that the data sets were generated properly by comparing their output to the weighted counts in the following tables. These estimates were generated for undergraduate and graduate students using the study weight (WTA000), the NPSAS institution sector (SECTOR11), and the student's gender (GENDER). NOTE: there may be discrepancies due to rounding methods in statistical programs.

<b>Undergraduate Students</b>	<b>Male</b>	<b>Female</b>	<b>Total students</b>
Public less-than-2-year institutions	35,600	63,100	98,700
Public 2-year institutions	3,941,800	5,118,700	9,060,500
Public 4-year non-doctorate-granting institutions	986,800	1,228,900	2,215,700
Public 4-year doctorate-granting institutions	1,971,700	2,244,700	4,216,400
Private nonprofit less-than-4-year institutions	34,000	54,200	88,200
Private nonprofit 4-year non-doctorate-granting institutions	622,300	868,000	1,490,300
Private nonprofit 4-year doctorate-granting institutions	596,300	730,100	1,326,300
Private for-profit less-than-2-year institutions	107,000	344,300	451,300
Private for-profit greater-than-or equal-2-year institutions	626,600	1,188,300	1,814,900
Total, across all institution types	8,922,000	11,840,300	20,762,300

<b>Graduate Students</b>	<b>Male</b>	<b>Female</b>	<b>Total Students</b>
Public 4-year non-doctorate-granting institutions	99,200	197,000	296,127
Public 4-year doctorate-granting institutions	614,700	821,800	1,436,400
Private nonprofit 4-year non-doctorate-granting institutions	104,000	214,400	318,300
Private nonprofit 4-year doctorate-granting institutions	481,800	655,500	1,137,400
Private for-profit greater-than-2-year institutions	88,700	215,000	303,700
Total, across all institution types	1,388,300	2,103,600	3,492,000

NOTE: Values are rounded to the nearest hundred. Detail may not sum to totals due to rounding.

## F. ACCURACY OF THE ESTIMATES

The estimates produced using the NPSAS data are subject to sampling and nonsampling errors. Nonsampling errors are due to a number of sources, including, but not limited to, nonresponse, coding and data entry errors, misspecification of composite variables, and inaccurate imputations. In a study like NPSAS, there are multiple sources of data for some variables (Central Processing System [CPS], Student Records, Student Interview, etc.), and reporting differences can occur for each variable. Data swapping and other forms of perturbation, implemented to protect respondent confidentiality, can also lead to inconsistencies.

Sampling errors exist in all sample-based datasets, including NPSAS. Estimates calculated from a sample may differ from estimates calculated from other samples (of the same population) even if all the samples used the same sample design and methods. For similar reasons, estimates of average aid amounts based on the NPSAS sample will probably differ from specific program amounts reported by the ED's program offices.

The standard error is a measure of the precision of the estimate. Because the NPSAS sample is not a simple random sample, many software programs do not produce appropriate standard errors. Users are encouraged to use software that takes into account the complex sample design when performing statistical significance tests. For example, each estimate's standard error can be calculated using bootstrap replication procedures in statistical software packages such as SUDAAN or Stata. The NCES PowerStats software (<https://nces.ed.gov/datalab>) also provides standard errors for estimates using bootstrap replication procedures.

## **G. DESCRIPTION OF THE NPSAS:08 WEIGHT AND VARIANCE ESTIMATION VARIABLES**

The NPSAS:08 data files contain the following types of weight and variance estimation variables:

1. WTA000: Study (analysis) weight for computing point estimates.
2. ANALSTR, ANALPSU: Analysis strata and analysis primary sampling units (PSUs) for computing Taylor Series variance estimates without always accounting for the finite population correction (fpc) at the institution stage of sampling.
3. FANALSTR, FANALPSU, FANALSSU, PSUCOUNT: Analysis strata, analysis PSUs, analysis secondary sampling units (SSUs), and estimated number of PSUs in a stratum for computing Taylor Series variance estimates when accounting for the fpc at the institution stage of sampling.
4. WTA001—WTA200: Bootstrap replicate weights for computing bootstrap variance estimates.

The study weight and bootstrap replicate weights are appropriate for the analysis of any variable for any domain.

## **H. CAUTIONS WHEN COMPARING THESE ESTIMATES TO PRIOR NPSAS STUDIES**

When comparing estimates with prior rounds of NPSAS, users should be aware of several differences in the design of these studies:

### **(1) Federal Title IV Program Participation**

Starting with NPSAS:2000, the survey was restricted to institutions participating in federal Title IV student aid programs. In NPSAS:96 and prior surveys, only about 1 percent of the sampled undergraduates were attending an institution not eligible to participate in ED's Title IV aid programs. When students attending non-Title IV eligible institutions were excluded from the NPSAS:96 sample, the percentage of undergraduates who received financial aid increased by less than 0.3 percent. This small change primarily affects comparisons of students enrolled in less-than-2-year and private for-profit institutions. When comparing prior NPSAS studies to NPSAS:08, NPSAS:04 and NPSAS:2000, analysts may want to exclude cases from NPSAS:96 and earlier using the variable T4ELIG that identifies

whether the student was sampled from an institution that was ineligible to participate in Title IV aid programs.

#### (2) Full year (12 month) enrollment coverage

In NPSAS:93 through NPSAS:08 the surveys covered a 12 month enrollment period (July 1–June 30). Institutions were asked to provide one list (if possible), that represented students enrolled at any time during the respective financial aid award year. Users should be aware that the 12-month unduplicated student count is greater than the fall term enrollments reported in IPEDS (the difference is especially great in the public 2-year and for-profit sectors). The sample can be limited to fall term enrollments by using the variables COMPT087 or ATTEND. NPSAS:87 sampled only students enrolled in the fall (October). NPSAS:90 sampled students who were enrolled at four discrete points in time: summer (August), fall (October), winter (February), and spring (June). In NPSAS:87 and NPSAS:90, those students who were initially sampled in the fall could have been enrolled for the full academic year. These estimates will reflect full-year amounts of aid for students who were enrolled in the fall. Such estimates, however, will not reflect total expenditures as reported by ED's specific Title IV program offices.

#### (3) Puerto Rico

All NPSAS samples beginning with NPSAS:90 through NPSAS:08 have included institutions in Puerto Rico. Puerto Rico was not included in the NPSAS:87 or NPSAS:12 samples. The variable COMPT087 may be used to exclude Puerto Rico from the totals. Users should be aware that the Hispanic category includes students in Puerto Rico.

#### (4) State-level estimates

Prior to NPSAS:04, the NPSAS studies were NOT representative at the state level. The NPSAS:08 study included a representative sample of undergraduates enrolled in 4 sectors (public 2-year, public 4-year, private nonprofit 4-year, and private for-profit degree-granting institutions) in 6 states. The graduate and first-professional student sample was not representative in the 6 states. The 6 representative state samples may be identified using the variables INSTSAST and INSTSTSE. INSTSAST identifies the sample of undergraduates in the four sectors for which NPSAS:08 includes a representative sample. Categories are the six states. INSTSTSE identifies the six states and four sectors within each state for which the NPSAS:08 sample is representative for undergraduates. Categories are the four sectors within each of the six states. There is only one weight for the study; the state samples do not have separate weights. Users should be aware that the sample sizes within a sector of a state are often quite small and the standard errors may be quite large, so the appropriate statistical tests should be performed when making comparisons.

#### (5) Variations in sampling rates of first-time beginners and graduating seniors

In alternate administrations, the NPSAS surveys increased the sampling rates of first-time beginning students (in NPSAS:1990, 1996, and 2004) or graduating college seniors (in NPSAS:93, 2000, and 2008). The first-time beginning students identified in NPSAS became the cohort for the longitudinal Beginning Postsecondary Students (BPS) studies, and the graduating seniors became the cohort for the longitudinal Baccalaureate and Beyond (B&B) studies. Analysts should be aware that the unweighted student counts included a high percentage of college freshmen in some NPSAS surveys (1990, 1996, 2004) alternating with a high percentage of college seniors in other years (1993, 2000, 2008). These differences are adjusted by the weights.

## (6) Alternate weights

As in NPSAS:04, NPSAS:08 has only one analysis weight for all students in the sample. Missing values for most items, including student interview nonresponse, were stochastically imputed. In NPSAS:2000 and NPSAS:96 there are two analysis weights, a study weight that is appropriate for most demographic, enrollment, and financial aid variables and a separate CATI weight that should be used for variables based on the student interviews. The CATI weight adjusts for nonresponse to the interviews, while the study weight adjusts (separately) for nonresponse to both CADE and CATI. In NPSAS:93, 90 and 87 there is only one weight and no separate weight to adjust for interview nonresponse.

## (7) Revision of weights in prior NPSAS data files

To yield estimates that are nationally representative, the NPSAS weighting process uses national program totals as control totals. For student financial aid, the largest program is the Federal Stafford loan program. Having accurate data on the dollar amounts of Stafford loans is crucial for weighting Stafford borrowing in the survey. Prior to NPSAS:08, the dollars used for these weights were the gross loan commitments collected by ED. For NPSAS:08, NCES used net disbursements rather than gross commitments, because disbursements more accurately reflect the amount of money students actually borrowed. For 2007–08 the overall difference between these two measures, gross and net, was about 18 percent, or \$10 billion.

### Why do commitments and disbursements differ?

Gross commitments are the amounts that schools and lenders expect to award to students based on their loan applications. This number is available near the beginning of the lending process and is very important for an early gauge of how much capital lenders will need and how much money is expected to flow from lenders to schools. Loan funds are given out throughout the loan period (usually the term or semester), not all at once, so the net disbursements are the running total of how much has actually gone to students. Funds must flow from the lender to the school and then to the student. In each step there is some drop-off in amounts as students change their minds about whether or how much to borrow, decide not to enroll or drop out, forget to pick up their checks, or a myriad of other reasons. Deadlines usually keep students from suddenly deciding to borrow, but that can happen as well. Mistakes are corrected, amounts are reconciled, and, in the end, the amount that has been disbursed is less than originally posted.

### Why change now?

The National Postsecondary Student Aid Study was developed in response to requests from ED budget and policy officials and the Office of Management and Budget (OMB) that NCES provide data to support federal student aid policymaking. To ensure that NPSAS is relevant to federal policy making, NCES Postsecondary Studies has assigned high priority to releasing NPSAS on a timely basis, targeting its quadrennial release to support the work of each incoming (or, returning) administration. When NPSAS began using Stafford loan totals for poststratification in 1995–96, a decision was taken to use gross commitment data for poststratification, based on the view that gross commitment data were (a) timely; (b) widely used; and (c) an accurate measure of what students actually borrow and apply to schooling costs.

Net disbursement amounts are available only after accounts between schools, lenders, and ED have all been reconciled. In 1995–96 this number was not available to ED (and NPSAS) until an annual reconciliation of accounts took place. Gross commitment data were used because they permitted

NPSAS data to reach policymakers only seven months after the June 30th close of the federal student aid year. Gross commitments were the norm for reporting on lending totals: the student loan industry and schools typically used the gross commitment numbers to indicate loan volume. Moreover, gross commitments and disbursements were not widely different from one another.

Much has changed since 1995. A new Federal loan data collection system was implemented in 1994, and, in the years following, disbursement data gradually became more swiftly available and usable. ED now collects these data weekly through electronic means, and the net disbursement data is more readily available after the award period ends. Industry practice is changing as well. Lenders and others now publish both gross commitments and net disbursements. Most important, the gap between commitments and disbursements has gradually been growing, reaching 17.6 percent for 2007–08. In light of these changes, NCES decided that it was no longer acceptable to use loan commitments as a control total for poststratification.

To ensure consistency in methodology and comparability of findings, which is especially important for trend analysis, NCES decided that the data from earlier NPSAS cycles should be reweighted, using Stafford loan disbursement totals for the poststratification process.

In June 2009, NPSAS:04 weights were adjusted to sum to the total Stafford loan net disbursements, making them comparable to NPSAS:08. The revised NPSAS:04 weights will produce estimates that differ from the estimates in any tables and publications produced before June 2009. Using the revised weights has the largest effect on estimates of average Stafford loan amounts, and therefore on estimates of averages of all composite financial aid variables that include Stafford loans, such as total loans, total aid, and cumulative loans. For undergraduates, the revised NPSAS:04 weights reduced the average Stafford loan amount by about \$600, reduced the average total loan amount by about \$500, reduced the average amount of total aid by about \$300, and reduced the cumulative amount ever borrowed by about \$800.

#### (8) Revision of NPSAS:08 weights

NCES has reweighted NPSAS:08 data to match weighting procedures used in NPSAS:12. At the time NPSAS:08 was originally released, only 2006–07 12-month enrollment counts were available from the Integrated Postsecondary Education Data System (IPEDS) for poststratification (weighting estimates to known population totals). The revised weights, which use 2007–08 12-month enrollment counts, provide better estimates in sectors where significant enrollment shifts occurred between 2006–07 and 2007–08.

Revised weights for NPSAS:08 were released simultaneously with the release of NPSAS:12 data. The release includes revisions to the public NCES analysis tools, PowerStats and QuickStats, and to restricted-use data files. Prior NPSAS iterations did not use IPEDS 12-month enrollment counts for poststratification and, as such, are unaffected.

Why is it important to use the revised NPSAS:08 weights?

Since the release of NPSAS:08, NCES has observed substantial year-to-year volatility in IPEDS 12-month unduplicated enrollment totals, particularly among for-profit institutions. These fluctuations are large enough to influence NPSAS poststratification adjustments and, consequently, the resulting estimates. This volatility, combined with the ability to rely upon preliminary IPEDS data available earlier in NPSAS data processing, has led NCES to change its poststratification procedures for NPSAS:12 and use preliminary current year 12-month enrollment counts rather than final, adjudicated data from the prior academic year.

To maximize the benefit of these improved procedures, NCES has revised NPSAS:08 weights to reflect 12-month enrollment in the NPSAS year. As a result, analysts can expect greater accuracy in estimates for institutions with enrollment volatility during that time. The most notable improvement will be observed in those sectors where enrollment volatility between 2006–07 and 2007–08 was greatest, in particular private for-profit institutions. Because private for-profit institutions experienced an enrollment surge between 2006–07 and 2007–08, NPSAS:08 underestimated enrollment in that sector thereby overestimating ratio-based measures.

Differences in estimates before and after revision can be appreciable. For example, at private for-profit 2-year or more institutions, in NPSAS:08 the percentage of undergraduates who received federal aid decreased from 96 percent to 87 percent after reweighting; for those with federal aid, the average amount decreased from \$7,700 to \$7,300. Across sectors, the overall percentage of undergraduates who received federal aid remained the same at 47 percent; however, the average amount of federal aid decreased from \$6,600 to \$6,500. Additional information is available at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014179>.

## **I. CAUTIONS WHEN COMPARING THE NPSAS:08 ELECTRONIC CODEBOOK TO THE 2021 UPDATE**

Changes over time to the NPSAS:08 derived file within the restricted use file delivery process complicates a comparison between the original data file extracted with the ECB and the NPSAS:08 2021 update data. These changes were made with the intention of making the restricted use files match the structure of the NPSAS:08 derived variables presented on the PowerStats website. The NPSAS:08 2021 update data separates undergraduate students and graduate students into separate data files. Variables that pertain only to graduate students were removed from the undergraduate file and variables that pertain only to undergraduates were removed from the graduate file. Concatenating the undergraduate and graduate file in the NPSAS:08 2021 update data will not restore the removed variables.

We also do not advise one to analyze the undergraduate students and graduate students in a combined file because some variables share the same name between the undergraduate and graduate files but are constructed slightly differently depending on whether a student is a graduate or undergraduate. For example, the variable SJHOURS (School job: Hours worked per week [work-study/assistantship]) uses TOTWKST (Total work-study) as a source for undergraduates. However, the graduate version uses an additional variable GRSUM (sum of total work-study, graduate student assistantships and graduate traineeships). Another example, BORAMT1 (Cumulative amount borrowed for undergrad) uses an

additional source for undergraduate students, TOTLOAN (Total loans) that the graduate version does not use.

## J. REVISION OF VARIABLES

The variables listed below have been revised since the Electronic Codebook (ECB) was released. The revisions include data and other content such as variable labels, value labels, and variable descriptions. Please note that the dates provided below indicate when internal revisions were processed; changes to the PowerStats application followed shortly thereafter.

### (1) Division of the Derived File into Undergraduate and Graduate Files (June 2019)

Following the release of the ECB, the ECB derived file split into an undergraduate derived file and a graduate derived file for the subsequent release of the Restricted Use File (RUF) in order to reflect the undergraduate and graduate division of NPSAS:08 in PowerStats. Variables that pertain only to undergraduate respondents remained in the undergraduate file and were removed from the graduate file. Likewise, variables that pertain only to graduate respondents remained in the graduate file and were removed from the undergraduate file. To subset undergraduate students from graduate students, use the variable STYPELST in the original data. The undergraduate value for this variable is 1, the graduate values are 2 and 3.

The file, Undergraduate\_Graduate only variables.docx in the Materials folder contains a list of undergraduate-only variables removed from the graduate derived file, and a list of graduate-only variables removed from the undergraduate derived file.

### (2) Additions (March 2009)

DIRECTLN                  Stafford loan, Direct or FFELP program indicator

### (3) Student Employment Variables (December 2009)

The variables for whether the student had taken remedial courses in 2007-08 (REMETOOK) and the number of remedial courses taken in 2007-08 (REMENUM) have been revised to include all undergraduates in the denominator. REMETOOK is now consistent with how the variable was coded in NPSAS:04. The prior version of this variable only included first- and second-year students and those who were not in a degree program, which has been renamed REMETK2, Remedial courses: took in 2007-08 (1st and 2nd year students). REMETK2 would later be added in February 2010 as a new variable. There has been a minor revision to Undergraduate degree program (UGDEG) where less than 10 cases were recoded to “Bachelor's degree” to be consistent with ACG & SMART grant data. The REMETOOK change affected GRADDEG, REMENUM, REMETOOK and UGDEG.

ACG1	ACG curriculum eligibility— <i>(addition)</i>
GRADDEG	Graduate degree program— <i>(revised)</i>
FLNPCT6	Ratio of federal loans to federal aid (excludes PLUS, veterans)— <i>(addition)</i>
MAJORS23	Field of study: undergraduate (23 categories)— <i>(addition)</i>
MAJORS2Y	Field of study: undergraduate (11 categories)— <i>(addition)</i>
MAJORS4Y	Field of study: undergraduate (10 categories)— <i>(addition)</i>
REMENUM	Remedial courses: number taken in 2007-08— <i>(revised)</i>
REMETOOK	Remedial courses: took in 2007-08 (all undergraduates)— <i>(revised)</i>

SELECTV2	Selectivity (4-year institutions)— <i>(addition)</i>
TXELIGD	Tax benefit eligibility (Hope, Lifetime, deduction)— <i>(addition)</i>
UGDEG	Undergraduate degree program— <i>(revised)</i>

(4) Student Employment Variables (February 2010)

An error in the imputation procedures for a set of variables relating to student employment was discovered and corrected. The revised variables correct the underestimates of undergraduates working full time and considering themselves to be primarily employees rather than students. For example, the estimated weighted percentage of undergraduates considering themselves to be primarily employees (JOBROLE2) has been increased from 15 percent to 25 percent, the weighted percentage working 35 or more hours per week (JOBENR2) has been increased from 26 percent to 35 percent, the weighted average hours per week worked (JOBHOUR2) have been increased from 27 to 30 hours, and the weighted average earnings per week (JOBearn2) have been increased from \$10,700 to \$14,700. The employment variables for graduate students were also revised, but the changes are minimal. These revisions were made to the public release data in February 2010.

NETCST30 through NETCST38, TFEDGRT3, TOTGRT3 and TXTOTBEN were rounded and received updates to their minimum values and legitimate skip values.

DISTWK	Job: distance from NPSAS school to work— <i>(revised)</i>
ESUBMX2	Stafford individual subsidized maximum— <i>(addition)</i>
ETOTMX2	Stafford individual total maximum— <i>(addition)</i>
JOBAFFOR	Job: can afford school without working (student)— <i>(revised)</i>
JOBCLASS	Job: related to coursework (nondegree)— <i>(revised)</i>
JOBearn	Job: earnings from work while enrolled (excl work-study)— <i>(revised)</i>
JOBearn2	Job: earnings from work while enrolled (incl work-study)— <i>(revised)</i>
JOBEFFA	Job affects school: helped with career preparation (student)— <i>(revised)</i>
JOBEFFB	Job affects school: helped with class work (student)— <i>(revised)</i>
JOBEFFC	Job affects school: limited access to campus facilities (student)— <i>(revised)</i>
JOBEFFD	Job affects school: limited the class schedule (student)— <i>(revised)</i>
JOBEFFE	Job affects school: limited the number of classes (student)— <i>(revised)</i>
JOBEFFF	Job affects school: restricted choice of classes (student)— <i>(revised)</i>
JOBEFFGR	Job: effect on grades (student)— <i>(revised)</i>
JOBEMPL	Job: type of employer— <i>(revised)</i>
JOBENR	Work intensity while enrolled (excl work-study)— <i>(revised)</i>
JOBENR2	Work intensity while enrolled (incl work-study)— <i>(revised)</i>
JOBHOUR	Job: hours worked per week (excl work-study)— <i>(revised)</i>
JOBHOUR2	Job: hours worked per week (include work-study)— <i>(revised)</i>
JOBMAJOR	Job: related to major (degree)— <i>(revised)</i>
JOBONOFF	Job: located primarily on or off campus— <i>(revised)</i>
JOBPRIOR	Job: have job prior to enrollment at NPSAS school— <i>(revised)</i>
JOBROLE	Job: Primary role as student or employee (excl work study or assistantship)— <i>(revised)</i>
JOBROLE2	Job: primary role as student or employee(include work-study)— <i>(revised)</i>
JOBSNA	Reason for working: earn spending money— <i>(revised)</i>
JOBSNB	Reason for working: gain job experience— <i>(revised)</i>
JOBSNC	Reason for working: minimize debt— <i>(revised)</i>
JOBSND	Reason for working: parents' expectations— <i>(revised)</i>

JOBRSNE	Reason for working: pay educational expenses— <i>(revised)</i>
JOBRSNF	Reason for working: pay living expenses— <i>(revised)</i>
JOBRSNG	Reason for working: to send money home— <i>(revised)</i>
JOBSUMMR	Worked during summer 2007— <i>(revised)</i>
JOBTYP	Job: type of job— <i>(revised)</i>
JOBTYP2	Type of job student had (include work study or assistantship)— <i>(revised)</i>
JOBWEEK	Job: weeks worked while enrolled— <i>(revised)</i>
NETCST30	Student budget minus federal grants and veteran benefits— <i>(revised)</i>
NETCST31	Student budget minus federal grants, veteran, and tax benefits— <i>(revised)</i>
NETCST32	Student budget minus all grants and veteran benefits— <i>(revised)</i>
NETCST33	Student budget minus all grants, veteran, and tax benefits— <i>(revised)</i>
NETCST34	Student budget minus all aid and federal tax benefits— <i>(revised)</i>
NETCST35	Tuition and fees minus all grants and veteran benefits— <i>(revised)</i>
NETCST36	Tuition and fees minus all grants, veteran, and tax benefits— <i>(revised)</i>
NETCST37	Tuition and fees minus federal grants and veteran benefits— <i>(revised)</i>
NETCST38	Tuition and fees minus federal grants, veteran, and tax benefits— <i>(revised)</i>
REMETK2	Remedial courses: took in 2007-08 (1st & 2nd year students)— <i>(addition)</i>
SJHOURS	School job: Hours worked per week (work-study/assistantship)— <i>(revised)</i>
STSUBMX	Stafford program subsidized maximum— <i>(addition)</i>
STTOTMX	Stafford program total maximum— <i>(addition)</i>
TFEDGRT3	Total federal grants, veteran, and tax benefits— <i>(revised)</i>
TOTGRT3	Total grants, Veterans' benefit, and federal education tax benefits— <i>(revised)</i>
TXELIGR	Tax benefit: reasons not received— <i>(addition)</i>
TXTOTBEN	Tax benefit received from federal tax credits and deductions— <i>(revised)</i>

(5) Revisions and Additions (May 2010)

The updated JOBSAVE corrects legitimate skip values after re-imputation. RISKINDX is updated to account for the re-imputation for JOBENR.

DISTLOC2	Distance education: location of distance education program— <i>(addition)</i>
INSTCAT	Institutional category— <i>(addition)</i>
JOBSAVE	Amount saved from summer 2007 earnings— <i>(revised)</i>
RISKINDX	Index of risk and nontraditional students— <i>(revised)</i>

(6) Revisions (July 2010)

Legitimate skip values (-3) were recoded to zero for JOBEARN, JOBEARN2 and SJEARNS.

JOBEARN	Job: earnings from work while enrolled (excl work-study)
JOBEARN2	Job: earnings from work while enrolled (incl work-study)
SJEARNS	School job: total earnings

(7) Institutional Grant and Financial Aid Variables (July 2010)

The range edit procedures for the derived institutional merit-based (INSMERIT) and need-based grants (INSTNEED) applied a \$20,000 maximum to the values reported for these variables. This edit affected about 8 percent of the reported values for undergraduates at private nonprofit 4-year institutions. An

alternate set of institutional grant variables was created applying range edits of \$30,000 to merit grants and \$32,000 to need-based grants, which raised the institutional grant average amount by about \$500. Although the difference between the original and the alternate estimates was not statistically significant, a set of financial aid variables with the alternate values for private nonprofit institutions has been added to the restricted file for interested users. NCES will continue to use the original variables for reporting purposes.

Undergraduate financial aid variables added:

INATHAMA	Athletic scholarships (alternate)
INGRTAMA	Institutional grants total (alternate)
INSMERIA	Institutional merit-only grants (alternate)
INSTAMTA	Institutional aid total (alternate)
INSTNEEA	Institutional need-based grants (alternate)
INSTNONA	Institutional nonneed & merit grants (alternate)
MERITAIA	Total merit-only grants (alternate)
NEEDAIDA	Total need-based grant aid (alternate)
NETCS20A	Student budget minus all grants and loans (alternate)
NETCS33A	Student budget minus all aid (alternate)
NETCST1A	Student budget minus all grants (alternate)
NETCST9A	Tuition and fees minus all grants (alternate)
SNEED2A	Student budget minus EFC minus total aid (alternate)
TNFEDGRA	Total nonfederal grants (alternate)
TOTAIDA	Aid total amount (alternate)
TOTGRTA	Total grants (alternate)
TOTNON3A	Institutional and state no-need grants (alternate)

(8) Additions (January 2011)

TCHCRS	Currently taking courses to prepare to teach at the K-12 level
TCHPLN	Plan to teach at the K-12 level

(9) Revisions (March 2011)

ESUBMX2, STAFCT1, STAFCT2 and STAFCT3 were part of a fix in March 2011 to Stafford maximum variables.

ESUBMX2	Stafford individual subsidized maximum
ETOTMX2	Stafford individual total maximum
STAFCT1	Stafford subsidized maximum
STAFCT2	Stafford total maximum
STAFCT3	Stafford individual total maximum for aid applicants

(10) Revisions (May 2011)

STEMMAJ recoded anthropology majors to "Social/behavioral sciences".

STEMMAJ	Major field of study with a focus on STEM fields
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(11) Additions (May 2012)

PCTMIN5            Percent enrolled: White, non-Hispanic

(12) Revisions (May 2013)

The weight and replicate weights (WTA000 and WTA001-WTA200 respectively) were adjusted in 2013 due to over estimation for private for profit 2-year Stafford loan recipients as described above.

WTA000            Study Weight  
WTA001-WTA200   Replicate Weights

(13) Revisions and Additions (May 2014)

DERMJRNM was revised to correct a merge error that affected the earlier version. PCT6D, PCT6I, PCTALL, PCTDEP and PCTINDEP percentiles were revised according to the weight changes in May 2013.

AIDCST3            Ratio of aid (excluding private loans and Parent PLUS loans to parents) to student budget—*(addition)*  
DERMJRNM            Final derived Major - Numeric—*(revised)*  
PCT6D                Dependent income quartiles for 6 states—*(revised)*  
PCT6I                Independent income quartiles for 6 states—*(revised)*  
PCTALL                Income percentile rank for all students—*(revised)*  
PCTDEP                Income percentile dependent students—*(revised)*  
PCTINDEP             Income percentile independent students—*(revised)*

(14) Financial Aid Updates for NPSAS:96 Through NPSAS:12 (March 2018)

In NPSAS studies prior to NPSAS:16, certain state grants that were administered by institutions (similar to how federal campus-based aid is administered) were classified as institutional grants. Because federal campus-based aid programs are classified by the source of funds and not by who administers the aid, this practice was changed in NPSAS:16 where campus-based state grants are now classified as state aid. This change in methodology mainly affects the aid of undergraduate students attending public institutions in California but led to larger population estimates of state grants and smaller estimates of institutional grants in NPSAS:16 compared with past NPSAS studies.

To promote the analysis of trends in state and institutional aid over time, new state and institutional aid variables were added to the undergraduate files of NPSAS:96, NPSAS:2000, NPSAS:04, NPSAS:08, and NPSAS:12. These variables remove campus-based state grants from institutional grants and add them to state grant variables to be comparable with the NPSAS:16 methodology. The original variables remain on the file and the new variables are flagged with "(update)."

The following is a list of variables that were added:

STATNEED2            State need-based grants (updated)

STGTAMT2	State grants total (updated)
STATEAMT2	State aid total (updated)
INSTNEED2	Institutional need-based grants (updated)
INGRTAMT2	Institutional grants total (updated)
INSTAMT2	Institutional aid total (updated)

(15) Revision (May 2021)

An error reverted TXELIGD to a previous version before respondents in multiple institutions were recoded to a legitimate skip value (SAS code: If STUDMULT>1 then TXELIGD=-3;). The latest revision restores the recode for TXELIGD.

TXELIGD	Tax benefit eligibility (Hope, Lifetime, deduction)
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