

2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09)

Full-scale Methodology Report

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NOVEMBER 2011

Jennifer Wine
Natasha Janson
Sara Wheeless
RTI International

Tracy Hunt-White
Project Officer
National Center for Education Statistics



U.S. Department of Education

Arne Duncan
Secretary

Institute of Education Sciences

John Q. Easton
Director

National Center for Education Statistics

Jack Buckley
Commissioner

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November 2011

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This report was prepared for NCES under Contract No. ED-02-CO-0011 with RTI International. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation

Wine, J., Janson, N., and Wheelless, S. (2011). *2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Full-scale Methodology Report* (NCES 2012-246). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

Content Contact

Aurora D'Amico
(202) 502-7334
aurora.d'amico@ed.gov

Executive Summary

The 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09), conducted for the U.S. Department of Education's National Center for Education Statistics, collected information about students' education and employment in the 6 years since they first enrolled in postsecondary education.

This report describes the methodology and findings of the BPS:04/09 data collection, which included a student interview, a transcript data collection, and an administrative records match.

Sample Design

The target population¹ for the BPS:04/09 study was first-time beginners (FTBs): students who started their postsecondary education for the first time during the 2003–04 academic year at any postsecondary institution in the United States or Puerto Rico. All sampled students for the BPS:04 cohort were FTBs who were eligible for the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and whose FTB status was confirmed in BPS:04/06, the first follow-up interview.

The BPS:04/09 sample comprised all 18,640 students determined to be eligible during BPS:04/06. At the conclusion of the BPS:04/09 data collection, 16,680 had enough data from the student interview or from administrative sources to be classified as BPS:04/09 study respondents. A BPS:04/09 study respondent was defined as any sample member who was determined to be eligible for the study, was still alive at the time of the BPS:04/09 data collection, and had the requisite valid data from any source to allow construction of his or her enrollment history.

Data Collection

The data collection design for BPS:04/09 involved several stages. The initial process of locating sample members involved batch-locating activities to update sample members' address and telephone information from several sources. In addition, sample members and their parents were sent an initial mailing to collect updated contact information.

Once the initial round of locating was completed, sample members were sent information regarding study participation and informed consent. Data collection then began and was conducted in three phases. Sample members who completed interviews during the early response phase, or first phase, and the nonresponse conversion phase, or last phase, were offered an incentive of \$30. Sample members who completed interviews during the production, or middle phase, were offered an incentive of \$20. First follow-up (BPS:04/06) student interview nonrespondents were offered an additional \$20 during each phase of data collection.

Of the 18,610 sample members in the BPS:04/09 student interview data collection (cases found deceased before data collection were excluded), 16,920 (91 percent) were successfully located, and 15,160 either partially or fully completed an interview. The response rate was 82 percent among the eligible sample and was 90 percent among those sample members who were successfully located. The majority of completed interviews (9,630) were obtained in web mode, wherein respondents accessed and completed the interview online.

¹ The target population consists of all institutions or students in the survey population, and is the population to which inferences are made.

The BPS:04/09 student interview was designed as a web-based instrument to be used for web, telephone, and field respondents. This design required that several important features be embedded in the instrument, such as extensive help text to assist respondents and warnings to alert them when a response fell outside a predetermined range of likely responses.

The BPS:04/09 interview took approximately 20 minutes to complete. On average, web respondents completed the interview in 19.4 minutes, telephone respondents completed the interview in 20.2 minutes, and field respondents completed the interview in 19.6 minutes.

An evaluation of the quality of the data provided by the BPS:04/09 student interview showed that methodological features, such as help text and conversion text built into the instrument and training and supervision of interviewing staff, aided in the successful administration of the interview.

Data collection quality control (QC) procedures for the student interview included frequent monitoring of telephone interviewers, a help desk that tracked and resolved difficulties encountered by sample members attempting to complete the web interview, and quality circle meetings and a debriefing for interviewers and tracers. Feedback from these procedures provided useful information for consideration when planning future administrations of BPS.

Transcripts

Postsecondary transcripts were collected as part of BPS:04/09. Transcripts were requested from all postsecondary institutions attended between July 1, 2003 and June 30, 2009 by members of the BPS:04 cohort. The BPS:04/09 transcript collection was combined with the transcript collection for the 2008/09 Baccalaureate and Beyond Longitudinal Study under the 2009 Postsecondary Education Transcript Study (PETS:09) to ease burden on institutions by sending institution staff a single request for transcripts which included sample members from both studies.

Transcripts were requested from 3,030 eligible postsecondary institutions attended by sample members. This included institutions reported by sample members in the first follow-up (BPS:04/06) and second follow-up (BPS:04/09) student interviews as well as those identified on other transcripts received for sample members. Of the eligible institutions, 2,620 (87 percent) provided transcripts for the cohort. Many transcript submission methods were available to institutions, including several secure electronic methods, fax, and FedEx. Information and instructions were available on a study website and institution contacting staff was also available to assist institution staff with transcript submissions and questions about the study.

Transcript based data were created through a specially-designed keying and coding system (KCS) and a staff of trained keyer/coders. The KCS was divided into sections based upon the categories of data found on transcripts, including case information, schools and terms, academics, tests, degrees and majors, and courses. A PETS coder was developed for the coding of courses by combining the 2010 NCES Classification of Instructional Programs (CIP) and the 2003 College Course Map (CCM).

Keying and coding was performed for 16,960 sample members (92 percent) on a total of 25,120 transcripts. A series of quality control procedures were in place for keying and coding, including key-rekey and expert coder procedures to assess interrater reliability and upcoding procedures for uncodeable data and data entered as “other, specify.” Statistics were calculated to assess interrater reliability for multiple transcript data elements and all indicated substantial agreement between coders.

Analysis Weights

Study respondents for BPS:04/09 were sample members with either BPS:04/09 interview data or enrollment data from administrative databases or transcript data. Weights were constructed for use in the analysis of the three types of respondents: BPS:04/09 study respondents, panel respondents (i.e., study respondents to all three of NPSAS:04, BPS:04/06, and BPS:04/09), and BPS:04/09 sample members with transcript data. The three analysis weights were derived from the BPS:04/06 analysis weights; they were adjusted for nonresponse and calibrated to the sums of the BPS:04/06 weights.

Variance Estimation

Because the BPS:04/09 sample was obtained using a complex sample design that included stratification and clustering, special techniques were needed for variance estimates. Variables were constructed and provided on the data file for bootstrap variance estimation and for Taylor series variance estimation.

Data Dissemination

The data files for BPS:04/09 contain student-level data collected from student interviews and transcripts, government databases, and administrative databases. These files are available as a set of restricted research files fully documented by an electronic codebook (ECB) and through the National Center for Education Statistics' online application PowerStats, which also contains variable documentation. The editing and documentation processes for each file are described in this report.

Foreword

This report describes and evaluates the methods and procedures used in the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09). BPS:04/09 is the second and final follow-up interview for the cohort of first-time beginning postsecondary students identified in the 2004 National Postsecondary Student Aid Study. For the first time in BPS, in addition to the student interview, transcripts were collected from all of the postsecondary institutions attended by the sample. Together, the student interview and transcript data collections represent a significant and rich data source on this cohort of first-time beginning students.

We hope that the information provided in this report will be useful to interested readers. Additional information about BPS:04/09 is available on the Web at <http://www.nces.ed.gov/surveys/bps>.

Tom Weko
Associate Commissioner
Postsecondary, Adult, and Career Education Division

Acknowledgments

The authors are greatly indebted to the students who generously participated in the survey. Their willingness to take the time to share their information and experiences made BPS:04/09 a success.

We gratefully acknowledge the assistance of the staff members at postsecondary institutions who provided data for the student and transcript data collections. Special thanks is also extended to members of the Technical Review Panel who provided their expertise to help shape BPS:04/09.

Contents

Executive Summary	iii
Foreword	vii
Acknowledgments	ix
List of Tables	xv
List of Figures	xix
Chapter 1. Overview	1
1.1 Background and Objectives of BPS	1
1.2 Addition of Transcript Component	3
1.3 Schedule and Products of BPS:04/09	3
Chapter 2. Sampling	5
2.1 Target Population	5
2.1.1 Institution Universe for NPSAS:04	5
2.1.2 Student Universe for NPSAS:04	5
2.2 Base-Year Study (NPSAS:04)	6
2.2.1 Institution Sample for NPSAS:04	6
2.2.2 Student Sample for NPSAS:04	7
2.3 First Follow-up Study (BPS:04/06)	9
2.4 Second Follow-up Study (BPS:04/09)	11
2.5 BPS:04 Cohort Study Respondent	12
Chapter 3. Student Interview Design, Data Collection, Outcomes, and Evaluation	13
3.1 Student Interview Design and Systems	13
3.1.1 Student Interview Design	13
3.1.2 Data Collection Systems	16
3.2 Student Interview Data Collection	18
3.2.1 Training of Interview Data Collection Staff	18
3.2.2 Study Website	19
3.2.3 Locating and Contacting Sample Members	20
3.2.4 Interviewing	24
3.2.5 Other Procedures to Maximize Locating and Interview Response	27
3.3 Data Collection Quality Control	28
3.3.1 Interview Monitoring	28
3.3.2 Help Desk	29
3.3.3 Quality Circle Meetings	30
3.3.4 Debriefing	30
3.4 Student Interview Data Collection Outcomes	30
3.4.1 Student Interview Response Rates	31
3.4.2 Interview Timing Burden	39
3.4.3 Telephone Interviewer Hours	41
3.4.4 Number of Calls to Sample Members	41
3.5 Evaluation of Student Interview Items	42

3.5.1	Instrument Coders	42
3.5.2	Help Text.....	44
3.5.3	Conversion Text.....	44
3.5.4	Item Nonresponse	46
3.6	Student Interview Conclusions	48
Chapter 4.	Transcript Data Collection, Outcomes, and Evaluation.....	51
4.1	Transcript Data Collection and Response Rates.....	51
4.1.1	Transcript Control System.....	51
4.1.2	Training of Institution Contacting Staff	51
4.1.3	Transcript Collection Procedures	52
4.1.4	Institution Website.....	54
4.1.5	Transcript Collection Response Rates	56
4.2	Transcript Keying and Coding.....	58
4.2.1	Transcript Keying and Coding Procedures	58
4.2.2	Training of Transcript Keyer/Coder Staff.....	61
4.2.3	Transcript Keying and Coding Outcomes.....	61
4.2.4	Evaluation of Transcript Keying and Coding.....	62
4.3	Timing of Transcript Keying and Coding.....	67
4.4	Transcript Data Collection Conclusions	68
Chapter 5.	Post-Data Collection Data File Processing Activities.....	69
5.1	Administrative Record Matching.....	69
5.1.1	Central Processing System	69
5.1.2	National Student Loan Data System	70
5.1.3	National Student Clearinghouse.....	70
5.2	BPS:04/09 Main Study Data Files.....	71
5.3	Transcript Data Files.....	72
5.4	Data Editing.....	74
5.5	Data Perturbation	75
5.6	Statistical Imputations	75
5.7	Composite and Derived Variable Construction	77
Chapter 6.	Weighting and Variance Estimation	79
6.1	Analysis Weights	79
6.1.1	Analysis Weights for BPS:04/09 Study Respondents.....	79
6.1.2	Analysis Weights for Study Respondents to NPSAS:04, BPS:04/06, and BPS:04/09 (Longitudinal or Panel weight).....	94
6.1.3	Analysis Weights for Cases with Transcript Data	107
6.2	Variance Estimation	120
6.2.1	Taylor Series.....	120
6.2.2	Bootstrap Replicate Weights	124
6.3	Overall Weighted and Unweighted Response Rates	125
6.4	Accuracy of Estimates.....	128
6.4.1	Measures of Precision: Standard Errors and Design Effects	128
6.4.2	Measure of Bias	129

References.....	139
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Appendixes

A. NPSAS:04 Institution and Student Sampling Details.....	A-1
B. Technical Review Panel.....	B-1
C. Data Elements for Student Interview	C-1
D. Facsimile of Full-scale Instrument.....	D-1
E. Training Material for Interviewers.....	E-1
F. Notification Materials for Student Interview Data Collection	F-1
G. Training Agendas for Transcript Data Collection	G-1
H. Notification Materials for Transcript Data Collection.....	H-1
I. Data Elements for Keying and Coding System	I-1
J. Item Response Rates and Imputation Results	J-1
K. Analysis Variables	K-1
L. Design Effects	L-1
M. Nonresponse Bias Analysis.....	M-1

List of Tables

1.	Schedule of major activities: 2007–10	3
2.	Data products: 2010–11	4
3.	NPSAS:04 institution sample sizes and yield, by institution type: 2004.....	7
4.	Numbers of NPSAS:04 sampled and eligible students and response rates, by institution type and student type: 2004	9
5.	BPS:04/09 sample size, by response status to prior-round interviews: 2009.....	12
6.	Training of interview data collection staff: 2009	18
7.	Batch processing record match rates, by tracing source: 2009	23
8.	Cases requiring intensive tracing, by first follow-up response status and institution type: 2009.....	24
9.	Help desk requests, by type of incident reported: 2009.....	29
10.	Locating and participation rates, by first follow-up response status and NPSAS institution type: 2009.....	32
11.	Completed interviews, by first follow-up response status and interview type: 2009	33
12.	Number of cases and percentage of completed interviews within each phase of data collection: 2009.....	34
13.	Located and interview completion rates, by source of address update: 2009	35
14.	Located and interviewed rates of cases requiring intensive tracing, by intensive tracing method: 2009	35
15.	Locate rates, by other locating methods: 2009.....	36
16.	Located and completed field interview cases, by first follow-up response status and institution type: 2009	38
17.	Average time in minutes to complete interview section, by mode of administration: 2009.....	40
18.	Average time in minutes to complete enrollment sections, by number of schools attended: 2009.....	40
19.	Average time in minutes to complete abbreviated interview, by interview section and mode of administration: 2009	41
20.	Average number of calls, by response status and data collection phase: 2009.....	42
21.	Summary of recoding results, by coder type and administration mode: 2009	43
22.	Summary of upcoding results, by coding system and administration mode: 2009.....	43
23.	Interview questions with highest rates of help text access, by administration mode: 2009	44
24.	Conversion rates for critical items, by mode of administration: 2009.....	46
25.	Interview items with highest nonresponse rates, by mode of administration: 2009	48

List of Tables

26.	Eligible institution participation, by institution type: 2009	56
27.	Institution transmission mode for transcript data: 2009	57
28.	Student-level transcript collection results: 2009.....	57
29.	Upcoding of "other, specify" data: 2009.....	67
30.	Average minutes per transcript, by institution control and level: 2009.....	68
31.	Central Processing System matching results, by academic year: 2007–10	69
32.	National Student Load Data System matching results, by loan and grant type: 2009	70
33.	National Student Clearinghouse StudentTracker matching results: 2009.....	70
34.	Description of missing data codes: 2009	74
35.	Weight adjustment factors for nonresponse for the BPS:04/09 study weights: 2009	82
36.	Control totals, weight adjustment factors, and sum of weights for eligible cases for the BPS:04/09 study weight raking adjustment: 2009.....	89
37.	Weight distribution and unequal weighting effects for the BPS:04/09 study weight (WTA000), by type of institution: 2009.....	93
38.	Weight adjustment factors for nonresponse for the BPS:04/09 longitudinal (panel) weights: 2009.....	96
39.	Control totals and sums of weights for eligible cases for the BPS:04/09 panel weight raking adjustment: 2009	103
40.	Weight distribution and unequal weighting effects for the NPSAS:04 - BPS:04/06 - BPS:04/09 longitudinal study weight, by type of institution: 2009.....	106
41.	Weight adjustment factors for nonresponse for the BPS:04/09 student transcript weight: 2009	109
42.	Control totals and sums of weights for eligible cases for the BPS:04/09 student transcript weight raking: 2009.....	116
43.	Weight distribution and unequal weighting effects for the BPS:04/09 student transcript weight, by type of institution: 2009.....	119
44.	Use of analysis weights, replicate weights, and variance estimation strata and primary sampling unit (PSU) variables available from BPS:04/09 in selected survey data analysis software: 2009.....	123
45.	Unweighted and weighted NPSAS:04 institution response rates and BPS:04/09 student study, interview, panel, and transcript response rates, by type of institution: 2009	126
46.	Summary of student study nonresponse bias before and after weight adjustments, by type of institution: 2009	132
47.	Summary of student nonresponse bias for interview respondents when analyzed using the study weight, by type of institution: 2009	134

48.	Summary of student NPSAS:04-BPS:04/06-BPS:04/09 nonresponse bias, by type of institution: 2009.....	135
49.	Summary of student transcript nonresponse bias, by type of institution: 2009.....	136

List of Figures

1.	Chronology of BPS: 1990–2009.....	2
2.	Distribution of BPS:04/06 sample, by base-year response status: 2004.....	11
3.	Evolution of BPS:04 cohort: 2009.....	12
4.	Interview sections and topics: 2009.....	14
5.	BPS:04/09 website home page: 2009.....	20
6.	Locating methods: 2009.....	21
7.	Data collection phases: 2009.....	25
8.	Overall locating and interviewing results: 2009.....	31
9.	Percentage of completed interviews, by mode of administration: 2009.....	33
10.	Percentage of completed interviews, by data collection phase: 2009.....	34
11.	Interview completion rates, by timing of text messages: 2009.....	36
12.	Early response rates for first follow-up interview nonrespondents who were prompted: 2009.....	37
13.	Institution website home page: 2009.....	55
14.	Keying and coding system sections: 2009.....	58
15.	CIP code diagram: 2009.....	59
16.	Course codes layout in the KCS coders: 2009.....	60
17.	Course coding results: 2009.....	62
18.	Rekey kappa values, by transcript section: 2009.....	63
19.	Expert coding results, kappa by level of specificity: 2009.....	64
20.	Major/field of study upcoding: 2009.....	65
21.	Institution IPEDS upcoding: 2009.....	66
22.	Receiver operating characteristics (ROC) curve for BPS:04/09 study response propensity: 2009.....	94
23.	Receiver operating characteristics (ROC) curve for NPSAS:04 - BPS:04/06 - BPS:04/09 longitudinal study response propensity: 2009.....	107
24.	Receiver operating characteristics (ROC) curve for BPS:04/09 transcript response propensity: 2009.....	120

Chapter 1.

Overview

This report documents the methodological procedures and data quality evaluations of the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09). RTI International,* with the assistance of MPR Associates, Inc., conducted the BPS:04/09 study for the National Center for Education Statistics (NCES) of the U.S. Department of Education (under Contract No. ED-02-CO-0011).

Chapter 1 describes the background, legislative authorization, and schedule and products of BPS:04/09, as well as the major design changes from previous BPS studies. Chapter 2 presents the sampling details of the BPS:04 cohort and provides the definition of a BPS:04 cohort study respondent. Chapter 3 describes the development of the student interview and details of the data collection and results and provides an evaluation of the student interview data quality. Chapter 4 describes the transcript data collection, including systems for collecting, recording, and evaluating transcript data. Chapter 5 summarizes the file preparation process for the BPS:04/09 student interview and transcript data collections. Finally, chapter 6 provides information pertaining to the weighting and variance estimation procedures for BPS:04/09. Materials used during the full-scale student interview and transcript data collection are appended to the report and cited in the text where appropriate.

Throughout this document, reported numbers of sample institutions and students have been rounded to ensure the confidentiality of individual student data. As a result, row and column entries in tables may not sum to their respective totals, and reported percentages may differ somewhat from those that would result from these rounded numbers.

1.1 Background and Objectives of BPS

BPS is one of several NCES-sponsored studies developed to address the need for nationally representative data on key postsecondary education issues. BPS cohorts include first-time beginners (FTBs) in postsecondary schools who are surveyed at three points in time: in their first year in the National Postsecondary Student Aid Study (NPSAS), and then three and six years after first starting in postsecondary education in the BPS follow-up surveys. BPS collects data on a variety of topics, including student demographic characteristics, school and work experiences, persistence, transfer, and degree attainment. Previous cycles of NPSAS, as well as BPS, are authorized by the following legislation:

- the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008, 20 U.S.C. § 1015a(k) (2010);
- the General Education Provisions Act, as amended, 20 U.S.C. §§ 9541 to 9548 (2007);
- the National Education Statistics Act of 1994, as amended, 20 U.S.C. §§ 9541 to 9547 and 9573 (2007).

Figure 1 shows the data collection timeline for the base-year and subsequent follow-up studies for each BPS study in the series.

* RTI International is a trade name of Research Triangle Institute.

Figure 1. Chronology of BPS: 1990–2009

Academic year	Cohort		
	BPS:1990	BPS:1996	BPS:2004
Year 1	1989–90 (NPSAS:90)	1995–96 (NPSAS:96)	2003–04 (NPSAS:04)
Year 2			
Year 3	1991–92 (BPS:90/92)	1997–98 (BPS:96/98)	2005–06 (BPS:04/06)
Year 4			
Year 5	1993–94 (BPS:90/94)		
Year 6		2000–01 (BPS:96/01)	2008–09 (BPS:04/09)

NOTE: NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

For the BPS:04 cohort, the first follow-up interview (BPS:04/06) captured the academic progress and persistence in postsecondary education of 2003–04 FTBs in the 3 academic years after their initial entry into a postsecondary institution. Data collected as part of this interview focused on continued education and experience, education financing, entry into the workforce, and the relationship between experiences during postsecondary education and various societal and personal outcomes.

The second follow-up interview for the BPS:04 cohort, BPS:04/09, monitored students' academic progress in the 6 academic years after their first entry into postsecondary education and assessed completion rates with a focus on the bachelor's degree. Data collection continued to focus on education and employment, and the survey included many of the questions used in the first follow-up interview to provide continuity over time. BPS:04/09 also collected detailed information about the transition into employment after bachelor's degree completion and asked questions related to family formation and personal change during this time. See section 3.1.1. Student Interview Design for a description of the contents of the BPS:04/09 student interview.

1.2 Addition of Transcript Component

In addition to the student interview, BPS:04/09 included collection of postsecondary transcripts for the first time. Transcripts and course catalogs were requested from all institutions attended by the BPS:04 cohort since the first year of enrollment in 2003–04. Institutions were identified from interviews with the sample at the three time points—2004, 2006, and 2009—and from transcripts received from those institutions. Once received, the transcripts were keyed and coded using a data entry system specifically designed for postsecondary transcripts. Final raw data files and derived variables were included on the study’s electronic codebook (ECB), and made available through NCES’s online application PowerStats. Tables and regression analyses can be run by any user through PowerStats, which also contains variable documentation. PowerStats is available online via the DataLab site at <http://nces.ed.gov/datalab/index.aspx>.

1.3 Schedule and Products of BPS:04/09

Various activities comprised the student interview and transcript data collections. Table 1 summarizes the schedule for BPS:04/09 student interview and transcript activities.

Table 1. Schedule of major activities: 2007–10

Activity	Start date	End date
Student interview		
Finalize student sample	8/1/2007	9/30/2007
Conduct web and telephone student interview data collection	2/24/2009	9/30/2009
Conduct field student interview data collection	6/22/2009	9/30/2009
Process student interview data; construct data files	2/25/2009	8/27/2010
Transcript		
Collect postsecondary catalogs and transcripts	8/1/2008	3/5/2010
Key and code transcripts	11/2/2008	5/7/2010
Process transcript data	2/2/2009	8/13/2010
Create transcript derived variables	12/1/2009	4/29/2011

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

In addition to this methodology report, BPS:04/09 includes several data products for the BPS:04 cohort which can be found on the NCES website at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=014>. A First Look report provides a brief description of persistence and degree attainment of the cohort over six academic years. Web tables provide 6-year attainment, persistence, transfer, retention, and withdrawal rates. A Statistical Analysis Report investigates the percentage of students in the cohort who began postsecondary education in degree programs but left without earning any credential, the timing of their departure, their personal and institutional characteristics, and the number of credits they earned prior to departure. Data files contain data collected from student interviews and transcripts, government databases, and administrative databases. These files are available as a set of restricted research files fully documented by an electronic codebook (ECB) and the public-use data are also available through the NCES online application PowerStats, which contains variable documentation and can be accessed at <http://nces.ed.gov/datalab/>. Table 2 provides release dates for BPS:04/09 data products.

Table 2. Data products: 2010–11

BPS data products	Release date
First Look	12/1/2010
Powerstats (student interview)	12/1/2010
ECB (student interview)	3/8/2011
Web tables	7/13/2011
Methodology report	9/30/2011
Statistical Analysis Report	12/31/2011
Powerstats (transcripts)	10/31/2011
ECB (transcripts)	11/30/2011

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Chapter 2. Sampling

The BPS:04 cohort is a sample of first-time beginners (FTBs) first identified in the 2004 National Postsecondary Student Aid Study (NPSAS:04) base-year study and surveyed again in the first follow-up study, the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06), and the second follow-up study, the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09). The BPS:04 cohort includes sample members that participated in one or more of the three interviews, as well as BPS:04 cohort study respondents for whom sources other than interviews provided critical information.

2.1 Target Population

The target population (or universe) for the BPS:04 cohort consisted of all students who began their postsecondary education for the first time during the 2003–04 academic year at any postsecondary institution in the United States or Puerto Rico that was eligible for NPSAS:04.

2.1.1 Institution Universe for NPSAS:04

The institutions eligible for NPSAS:04 were required during the 2003–04 academic year to meet all criteria for distributing federal aid authorized under Title IV of the Higher Education Act (20 U.S.C. §§ 1070-1099), including

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

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

These institution eligibility conditions are consistent with previous NPSAS studies, with two exceptions. First, the criterion of being eligible to distribute Title IV aid was implemented beginning with NPSAS:2000,¹ and second, the previous NPSAS studies excluded institutions that offered only correspondence courses. NPSAS:04 included such institutions if they were eligible to distribute Title IV student aid.

2.1.2 Student Universe for NPSAS:04

Consistent with previous NPSAS studies, the students eligible for NPSAS:04 were those who were enrolled in eligible institutions and who satisfied both of the following eligibility requirements:

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

- they were enrolled in either (1) an academic program, (2) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree, or (3) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award; and
- they were not concurrently or solely enrolled in high school or in a General Educational Development (GED) program or other high school completion program.

2.2 Base-Year Study (NPSAS:04)

The sampling design for NPSAS:04, the base year study for BPS, was a two-stage design in which eligible institutions were selected in the first stage and eligible students, within eligible responding sample institutions, were selected in the second stage. The NPSAS:04 sampling process and first follow-up (BPS:04/06) subsampling procedures are described in the following subsection. For detailed information on the NPSAS:04 sample allocation and statistical design formulas, see appendix A.

2.2.1 Institution Sample for NPSAS:04

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

- missing enrollment data,² because these data are needed to compute measures of size for sample selection; and
- unusually large or small enrollment, especially if imputed, because, if incorrect, these data would result in inappropriate probabilities of selection and sample allocation.

The institutions with cleaned data were then included in the sampling frame, and a direct, unclustered sample of institutions was selected for NPSAS:04.³ As a part of this sample, to allow for analysis of the effects of state tuition and student aid policies in individual states, the number of institutions in 12 specific states was oversampled from three institution types—public 2-year institutions, public 4-year institutions, and private nonprofit 4-year institutions—in each of the following 12 states: California, Connecticut, Delaware, Georgia, Illinois, Indiana, Minnesota, Nebraska, New York, Oregon, Tennessee, and Texas. These 12 states were chosen from a set of volunteering states that expressed interest in and a willingness to support and encourage participation in NPSAS by their institutions.

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

³ A direct unclustered sample of institutions was also selected in NPSAS:96. Prior to NPSAS:96, a clustered sample of institutions was selected for the study.

Table 3 presents the allocation of the NPSAS:04 institution sample by institution type. The number of sampled institutions was 1,670, of which 1,630 were eligible.⁴ Of the 1,630 eligible institutions, 1,360 (84 percent) provided student enrollment lists.

Table 3. NPSAS:04 institution sample sizes and yield, by institution type: 2004

Institution type	Sampled institutions	Eligible institutions	Eligible institutions that provided enrollment lists		
			Number	Unweighted percent	Weighted percent
Total	1,670	1,630	1,360	83.5	80.0
Public					
Less-than-2-year	70	60	50	76.6	74.3
2-year	380	380	320	85.4	77.6
4-year non-doctorate-granting	130	130	110	85.1	70.3
4-year doctorate-granting	230	230	200	86.3	87.1
Private nonprofit					
2-year or less	70	70	70	89.0	92.6
4-year non-doctorate-granting	280	270	220	81.9	78.1
4-year doctorate-granting	220	220	170	77.7	80.8
Private for-profit					
Less-than-2-year	170	160	140	84.0	82.3
2 years or more	110	110	90	84.4	88.2

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

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

2.2.2 Student Sample for NPSAS:04

The NPSAS:04 student sampling design was based on fixed-type sampling rates, rather than fixed-type sample sizes, to keep the probabilities of selection equal across student type within the institution type. The NPSAS:04 sampling design used

- two student sampling types for undergraduates (one for FTBs, and one for all other undergraduates);
- one type for first-professional students; and
- three student sampling types for graduate students (master's, doctoral, and "other" graduate students).⁵

The identification of an adequate number of FTBs for the NPSAS:04 sample was critical for preparing the first follow-up (BPS:04/06) sample. For the NPSAS:04 sampling frame, students who were thought to be FTBs based on an FTB indicator provided by sampled institutions on their student enrollment lists were classified as *potential* FTBs. NPSAS-eligible students who enrolled in a postsecondary institution during the NPSAS year (July 1, 2003, through June 30, 2004) for the first

⁴ Among the ineligible institutions, approximately one-third closed after the sampling frame was defined, one-third failed to meet one or more of the NPSAS criteria for institution eligibility, and the remaining one-third had enrollment lists that were combined with eligible institutions because of an affiliation between the campuses.

⁵ Differential sampling rates were used for the three types of graduate students to achieve adequate representation of students pursuing doctoral degrees and to limit the sample size for "other" graduate students, who are of limited inferential interest.

time after completing high school requirements were considered *pure* FTBs. Those NPSAS-eligible students who had enrolled for at least one postsecondary course before the 2003–04 NPSAS year but never completed that course were considered *effective* FTBs. Potential FTBs included both *pure* and *effective* FTBs.

Samples from previous NPSAS studies provide evidence that postsecondary institutions are sometimes unable to accurately identify their FTBs. The false-positive and false-negative FTB rates experienced in NPSAS:96 were used to set appropriate FTB sampling rates for NPSAS:04.⁶

A total of 109,210 students were selected for the NPSAS:04 student sample from among the various institution types in the institution sample. The student sample included 49,410 potential FTBs, 47,680 non-FTB or “other” undergraduate students, and 12,120 graduate and first-professional students.

Various sources were used to verify eligibility of the NPSAS:04 student sample, including an institution record abstraction (computer-assisted data entry [CADE]), the NPSAS:04 student interview, and record matching against several administrative databases (e.g., the U.S. Department of Education’s Central Processing System [CPS]). Of the 109,210 sampled students, 101,010 were found to be eligible for NPSAS:04. Ineligible students were identified during the student interview or from institutional records if student eligibility was not determined from a student interview.

NPSAS:04 study respondents were those sample members for whom key pieces of data were obtained from one or more of the study sources. Students could be NPSAS:04 study respondents without completing the student instrument. Ninety percent of the eligible sample were considered study respondents. For more information about the NPSAS:04 study respondent definition and the NPSAS:04 sample, see the NPSAS:04 Full-Scale Methodology Report (Cominole et al., 2006). Table 4 shows numbers of NPSAS:04 sampled and eligible students as well as response rates, by institution type and student type.

⁶ The NPSAS:96 false-positive rate was 27.6 percent for students who were identified as potential FTBs by the sample institutions but later were determined not to be FTBs. The false-negative rate was 9.1 percent for those students who were not identified as potential FTBs by the sample institutions but later were determined to be FTBs.

Table 4. Numbers of NPSAS:04 sampled and eligible students and response rates, by institution type and student type: 2004

Institution type and student type	Sampled students	Eligible students	Study respondents ¹	
			Unweighted percent	Weighted percent
All students	109,210	101,010	89.8	91.0
Institution type				
Public				
Less-than-2-year	3,180	2,580	84.2	90.6
2-year	36,300	32,450	81.3	83.9
4-year non-doctorate-granting	9,200	8,880	91.9	93.3
4-year doctorate-granting	22,350	21,620	93.7	94.2
Private nonprofit				
Less-than-4-year	3,060	2,770	94.3	94.6
4-year non-doctorate-granting	9,740	9,300	96.3	96.9
4-year doctorate-granting	9,930	9,590	94.5	95.4
Private for-profit				
Less-than-2-year	9,270	8,030	94.9	94.3
2 years or more	6,190	5,790	95.0	96.7
Student type				
Total undergraduates	97,090	89,480	89.3	90.3
Potential FTB	49,410	44,670	91.2	91.4
Other undergraduates	47,680	44,810	87.3	90.0
Graduate/first-professional	12,120	11,530	94.2	95.1

¹ A study respondent is defined as any eligible student for whom sufficient data were obtained from one or more sources, including student interview, institutional records, and other administrative data sources.

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

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

2.3 First Follow-up Study (BPS:04/06)

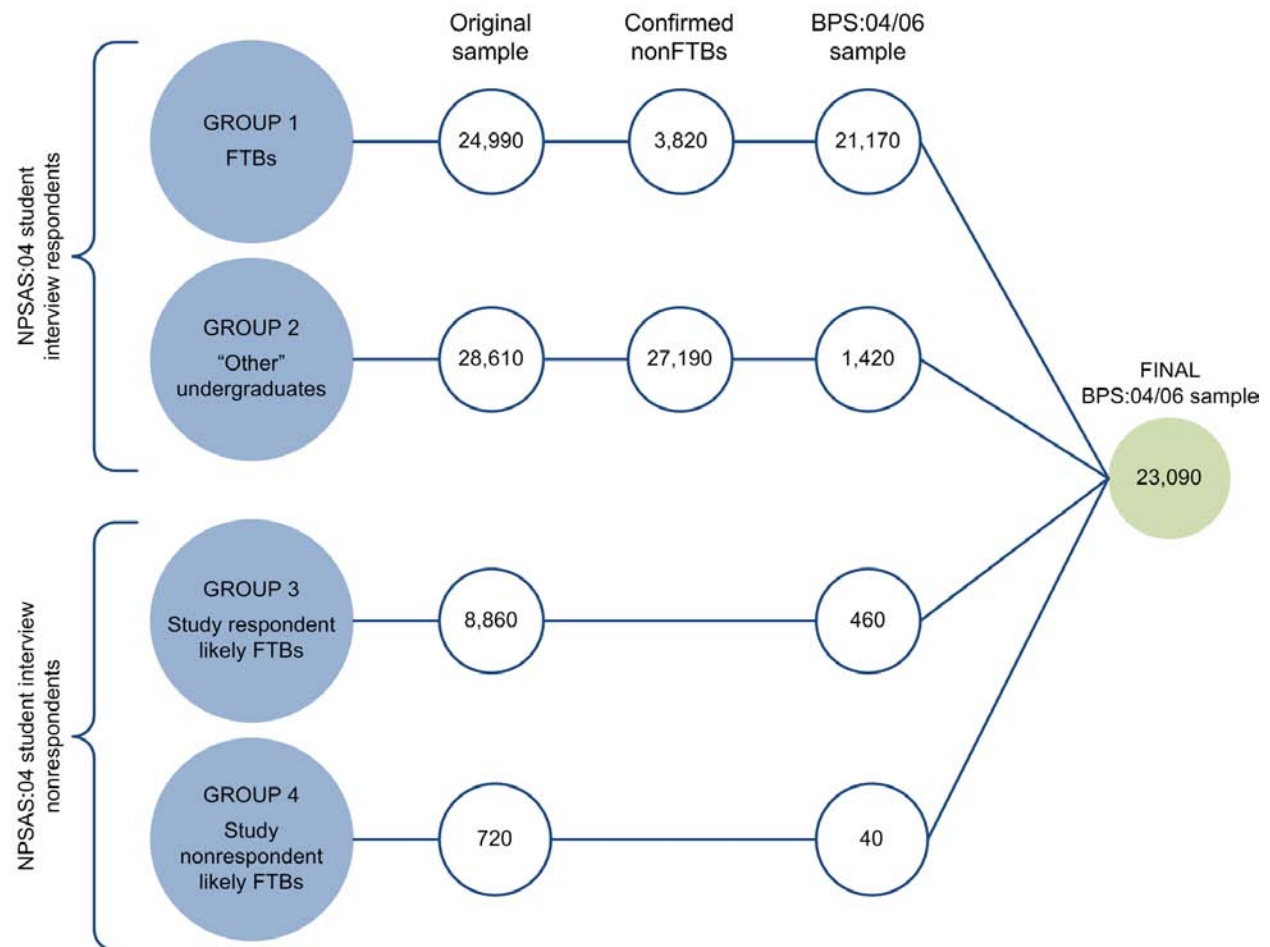
To construct the frame for the first follow-up (BPS:04/06) sample, multiple data sources containing information—such as a student’s year of high school graduation, undergraduate class level, and dates of receipt of any loans—were used to estimate or confirm a student’s likelihood of being an FTB during the NPSAS year. These data sources included

- the base-year student interview (NPSAS:04);
- student-level data obtained from institutional records via CADE;
- the CPS, which contains data provided to the U.S. Department of Education by students and their families when they complete the Free Application for Federal Student Aid (FAFSA); and
- the U.S. Department of Education’s National Student Loan Data System (NSLDS), which contains Pell Grant and Stafford Loan information.

Using these indicators, a set of decision rules was developed to identify which cases had enough information confirming their FTB status to be included in the first follow-up sample. The first follow-up sample included 23,090 FTBs, identified as follows:

1. **FTBs.** Approximately 24,990 students responding to the base-year (NPSAS:04) student interview indicated that they were FTBs during the 2003–04 academic year. Approximately 3,820 of these students were identified for exclusion from the first follow-up (BPS:04/06) sample when the multiple data sources confirmed that they could not have been FTBs during the NPSAS year. Of the approximately 21,170 included in the first follow-up sample, approximately 19,800 had other data that strongly supported their FTB status, and approximately 1,370 of these students had some indications that they were not FTBs; these potential *false positives* were rescreened during the first follow-up interview to confirm their status.
2. **“Other” undergraduates (false-negative FTBs).** Approximately 1,420 students were not originally classified as FTBs and were part of the base-year (NPSAS:04) group of 28,610 “other” undergraduates but were later identified as potential FTBs based on either CPS data or because they had a high school graduation date in 2003 or 2004; these 1,420 potential *false negatives* were included in the first follow-up (BPS:04/06) sample and rescreened during the first follow-up interview to verify their status.
3. **Study respondents likely FTBs.** Approximately 8,860 students did not respond to the base-year (NPSAS:04) student interview but were classified as NPSAS:04 study respondents and were potential FTBs based on CADE, CPS, and loan data. Because student interview nonrespondents tend to have different demographic characteristics than interview respondents, approximately 460 of these 8,860 NPSAS:04 student interview nonrespondents were included in the first follow-up (BPS:04/06) sample to reduce nonresponse bias. Two factors, stratification by tracing outcome and the likelihood of being an FTB, were used to sample the 460 students most likely to be located and eligible for the study.
4. **Study nonrespondents likely FTBs.** Approximately 720 base-year (NPSAS:04) sample members were potential FTBs based on information from CADE or CPS but did not respond to the base-year student interview and did not have sufficient data to be classified as study respondents. Of these 720 students, a subsample of approximately 40 was included in the first follow-up (BPS:04/06) sample based on the same criteria (likelihood of eligibility and of being located) as the subsample in group 3.

A visual representation of the distribution of the first follow-up (BPS:04/06) sample, by base-year response status, is shown in figure 2.

Figure 2. Distribution of BPS:04/06 sample, by base-year response status: 2004

NOTE: A study respondent is defined as any eligible student for whom sufficient data were obtained from one or more sources, including institutional records and other administrative data sources. Detail may not sum to totals because of rounding. FTB = first-time beginner.

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

2.4 Second Follow-up Study (BPS:04/09)

The first follow-up (BPS:04/06) starting sample consisted of 23,090 students. Over the course of the first follow-up data collection, 4,450 ineligible cases were removed from the sample based on the following:

- responses to eligibility questions in the first follow-up student interview;
- logistic modeling done using NSLDS and CPS data to predict the eligibility status of first follow-up interview nonrespondents; and
- review of sample member eligibility information against updated National Student Clearinghouse (NSC) data.

As a result of these procedures, the total second follow-up (BPS:04/09) sample was cleaned to remove the 4,450 ineligible cases and thereby reduced from 23,090 to 18,640 cases. Table 5 shows the distribution of the second follow-up sample by prior-round response status (i.e., whether the

student responded to the base year, NPSAS:04 interview, and the first follow-up, BPS:04/06 interview).

Table 5. BPS:04/09 sample size, by response status to prior-round interviews: 2009

NPSAS:04 study respondent ¹	NPSAS:04 interview respondent	BPS:04/06 interview respondent	BPS:04/09 sample
Total			18,640
Yes	Yes	Yes	14,750
Yes	Yes	No	3,510
Yes	No	Yes	140
Yes	No	No	220
No	No	Yes	10
No	No	No	20

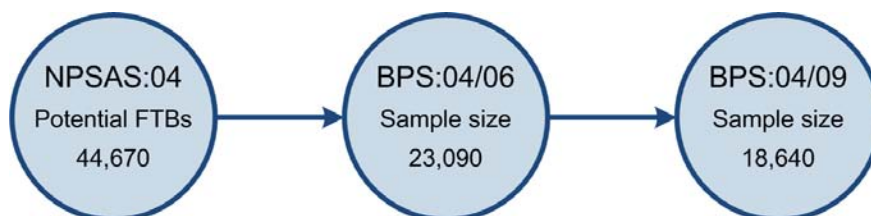
¹ A study respondent is defined as any eligible student for whom sufficient data were obtained from one or more sources, including institutional records and other administrative data sources.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04), 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06), and 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Figure 3 shows the evolution of the BPS:04 cohort.

Figure 3. Evolution of BPS:04 cohort: 2009



NOTE: FTBs = first-time beginners. NPSAS:04 = 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

2.5 BPS:04 Cohort Study Respondent

In addition to the BPS:04/09 student interview, student-level data for BPS:04/09 were collected from a variety of administrative sources, including the NSC StudentTracker and NSLDS files. Data from these other sources supplemented interview data and allowed enrollment histories and persistence and attainment variables to be constructed for a proportion of interview nonrespondents.

A BPS:04/09 study respondent was defined as any sample member who was determined to be eligible for the study, was still alive at the time of the BPS:04/09 data collection, and had the requisite valid data from any source to allow construction of his or her enrollment history.

Of the 18,640 cases included in the BPS:04/09 data collection, 110 were found to be deceased at the conclusion of data collection and removed from the sample, 15,160 were classified as study respondents on the basis of having completed a BPS:04/09 student interview, and 1,520 were classified as BPS:04/09 study respondents because sufficient enrollment information about their postsecondary experience could be gathered from the NSC StudentTracker and NSLDS files.

Chapter 3.

Student Interview Design, Data Collection, Outcomes, and Evaluation

The 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09), was designed for web, telephone, and field administration and included an abbreviated Spanish interview. Sample members were primarily located using batch address and phone sources and were asked to complete the student interview between February and October 2009. Analyses and evaluation of data collection provided information for consideration when planning future administrations of BPS.

3.1 Student Interview Design and Systems

The second follow-up interview (BPS:04/09) consisted of four sections, Enrollment History, Enrollment Characteristics, Employment, and Background, which were also in the first follow-up (BPS:04/06) student interview. Based on review of the relevance of specific interview topics, question wording and section structure were sometimes altered for the second follow-up interview. A Spanish interview in web mode was also added. This section provides the details of the second follow-up student interview design and systems.

3.1.1 Student Interview Design

The content of the second follow-up (BPS:04/09) interview remained largely the same as that in prior BPS second follow-up interviews (BPS:90/94 and BPS:96/01), building on data elements developed with input from the study's Technical Review Panel (TRP) and from the National Center for Education Statistics (NCES). (For a list of TRP members, see appendix B.); As described in the BPS:04/09 Field Test Working Paper (Wine et al.), information learned in the field test also informed the full-scale student interview design. (For a list of the final set of student interview data elements, see appendix C.)

The second follow-up interview consisted of four sections, grouped by topic. Respondents were guided through each section of the interview according to skip logic that took into account previously provided information from the base-year, 2003–04 National Postsecondary Student Aid Study (NPSAS:04), and the first follow-up study (BPS:04/06) and information recorded as the respondent progressed through the second follow-up (BPS:04/09) interview. Following are descriptions of the four interview sections.

1. **Enrollment History** collected information about all undergraduate enrollment from July 2006 through June 2009, with a focus on the attainment of a bachelor's degree. It also captured any postsecondary enrollment following attainment of the bachelor's degree.
2. **Enrollment Characteristics** gathered information on the respondent's experiences at the primary undergraduate school, which was the school where he or she had earned a bachelor's degree or, if no bachelor's degree had been earned, where he or she most recently had been enrolled. This section captured the respondent's major or field of study, any employment while enrolled at the primary undergraduate school, and any undergraduate financial aid received.

3. **Employment** collected information about the respondent's current employment status and job description (e.g., occupation, industry, earnings, satisfaction). This section applied to all bachelor's degree recipients regardless of current enrollment status and to any other respondents who were not enrolled at the time of the interview.
4. **Background** obtained information about student demographic characteristics, including citizenship, voting behavior, marital status and family composition, annual income and monthly expenses, volunteer activity, disability status, and education and teaching plans.

The interview sections and principal topics in each section are summarized in figure 4. For the complete BPS:04/09 full-scale instrument facsimile, see appendix D.

Figure 4. Interview sections and topics: 2009

1	Enrollment History	2	Enrollment Characteristics
	Additional undergraduate schools attended since 2006 Degree attainment since 2006 Any postbaccalaureate enrollment		Major or field of study Grade point average Job(s) while enrolled Undergraduate financial aid Satisfaction with choice of institution, major, and undergraduate education
3	Employment¹	4	Background
	Occupation, employer type, industry Job earnings and benefits Relationship of job to undergraduate course of study Licenses and professional certifications Periods of unemployment		Citizenship and voting Marital status and household composition Annual income and monthly expenses Volunteer activity Educational and teaching plans Disabilities

¹ Only bachelor's degree recipients and respondents who were not currently enrolled received this section.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

A single instrument was developed to be administered in three modes: web, telephone, and field. For telephone and field interviews, the interviewer accessed the web instrument through RTI's computer-assisted telephone interviewing Case Management System (CATI-CMS).⁷ An abbreviated version of the interview—containing only the first two sections, Enrollment History and Enrollment Characteristics—was also provided to sample members as a final effort to gain primary enrollment information from sample members unwilling to participate in the full interview.

To minimize mode effects, specific methodological features were incorporated into the instrument to provide web respondents with the assistance normally provided by a trained interviewer:

- help text on every form to define key terms and clarify question intent;
- pop-up messages to correct responses that were out of range or in an incorrect format;
- conversion text to encourage responses to critical items when these items were left unanswered; and

⁷ CATI-CMS is the system that assigns cases to be called and provides telephone interviewers with the appropriate screens and scripts to be used during the contacting and locating phase of CATI.

- pop-up messages prompting sample members to provide a response when they left three consecutive questions blank.

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

Coding systems. Assisted coding systems were used in the interview to standardize the collection and coding of the respondent's postsecondary schools attended, major or field of study, and occupation. The name or title of each of these items was entered as a text string in each coder, and a keyword search conducted on an underlying database returned a list of possible matches. An assisted coding system was not used to code industries, but ready industry definitions allowed respondents and interviewers to select an industry classification from among a list of standardized options. Following are descriptions of the individual coding systems and sources:

- The *postsecondary school coder* was developed from the set of institutions contained in the Integrated Postsecondary Education Data System (IPEDS), developed by NCES (<http://nces.ed.gov/ipeds/>). For any schools not listed in the database, respondents were asked to provide the control (e.g., public or private) and level (e.g., 4-year or 2-year) of the school.
- The *major coder* was constructed using the 2010 Classification of Instructional Programs taxonomy, also developed by NCES (<http://nces.ed.gov/ipeds/cip2010>). For any majors or fields of study not listed in the database, respondents were asked to provide a general major area and a specific discipline.
- The *occupation coder* was built from the Occupational Information Network Online (O*NET OnLine) database (<http://online.onetcenter.org>). For any occupations not listed in the database, respondents were asked to provide a general area, a specific area, and finally a detailed classification area for the occupation.
- The *industry coder* was based on the North American Industry Classification System (<http://www.census.gov/epcd/www/naics.html>). A text string was collected from the respondent, and then the respondent was asked to choose the category that best described his or her employer's industry. Industry choices were laid out in general categories across the screen. When the respondent selected a category, examples of businesses within that industry were displayed, allowing the respondent to determine the appropriateness of the industry chosen.

Spanish interview. A Spanish interview was developed from the BPS:04/09 abbreviated interview and for the first time was made available in web mode. This particular mode of administration required the translation into Spanish of not only question wording and response options but also of all the specific methodological features incorporated into the instrument to provide web respondents with the assistance normally provided by a trained bilingual interviewer (i.e., help text, pop-up messages to correct responses that were out of range or in an incorrect format, conversion text, and general error messages). The school names in the IPEDS coder and the majors in the major coders (the only coders in the abbreviated Spanish instrument) were not translated; however, instructions were provided in Spanish to both respondents and bilingual telephone and field interviewers explaining that they should choose a school or major code in

English, if possible, or instead enter a text string in Spanish and not attempt the coding of the school or major.

3.1.2 Data Collection Systems

This section describes the data collection systems used for the BPS:04/09 data collection, including the Hatteras Survey Engine and Survey Editor (RTT's proprietary web-based interviewing software), the Instrument Development and Documentation System (IDADS), and the Integrated Management System (IMS).

Hatteras Survey Engine and Survey Editor. The BPS:04/09 survey instrument was created with Hatteras, a web-based system in which project staff developed, reviewed, tested, modified, and communicated changes to specifications and code for the instrument. All information relating to the instrument was stored in an SQL Server database and was made accessible through web browser interfaces. Hatteras provided specification, programming, and testing interfaces for the BPS instrument as follows.

- *Specifications.* Hatteras provided the tools and user interface for developing interview specifications. Specification content included wording at the form, question, item, and response option levels; help text content; item-level data documentation; and form-level question administration documentation. Specific capabilities of the Hatteras system allowed instrument designers to import any relevant specifications used in prior studies, create skip logic and item documentation, and search a library of survey items. Instrument designers were also able to take advantage of a comprehensive comment tracking system to communicate and test necessary instrument changes with programmers.

A web interface provided access for project staff at MPR Associates, Inc. (MPR), and at NCES to test and comment on the instrument throughout development.

- *Programming code.* For simple instrument questions and items, Hatteras automatically translated specifications into web page scripts when the web page was accessed. For questions involving complex routing, multiple question wording or response option conditions, or nonstandard page layout or behavior, programmers entered custom programming code—HTML, JavaScript, and C# .NET script—into the Hatteras custom code interface. This code was stored in the SQL database server, together with the instrument specifications for compilation by the survey execution engine.
- *Instrument testing and execution.* The Hatteras system's survey execution engine allowed immediate testing of specification and code content as it was developed and updated by displaying web content as respondents would see it. The execution engine also automatically handled such web instrument functions as backing up and moving forward, recording instrument timing data, displaying critical-item wording, validating user input, displaying conditional instructions based on interview mode (web, telephone, or field) and linking to context-specific help text.
- *Survey sites and data transfer—Web/telephone.* For web and telephone data collection, the Hatteras survey execution system was installed on the surveys server and SQL database server at NCES. Web respondents accessed the survey directly by web browser after logging in with a user ID and password. RTT's telephone interviewers accessed the same NCES web survey site by means of a web browser process launched from RTT's CATI-

CMS. All connections to the NCES web interview were secured with Secure Sockets Layer (SSL) encryption. Automated processes transferred data between RTI's local database and the NCES database via a secure, encrypted connection.

- *Survey sites and data transfer—Field.* For field interviews, the Hatteras survey execution system was installed on local web and database servers on laptop computers. Field interviewers accessed the laptop-based survey by logging in through three independent levels of security, including a whole-disk encryption outer level. Interview control and response data were transferred between RTI and field laptops via secure, encrypted, automated connections.

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

Integrated Management System (IMS). All aspects of the study were controlled using an IMS, a comprehensive set of desktop tools designed to give project staff and NCES access to a centralized, easily accessible repository for project data and documents. The BPS:04/09 IMS consisted of several components: the management module, the Receipt Control System (RCS) module, and the instrumentation module.

- *Management module.* The management module of the IMS included tools and information to assist project staff and the NCES project officer in managing data collection. All management information pertinent to the study was located there, accessible via the Web, and protected by SSL encryption and a password-protected login. The IMS contained the current project schedule, monthly progress reports, daily data collection reports and status reports (generated by the RCS described below), project plans and specifications, project deliverables, instrument specifications, a link to the Hatteras system, staff contacts, the project bibliography, and a document archive.
- *Receipt Control System (RCS).* The RCS is an integrated set of systems that was used to control and monitor all activities related to data collection, including tracing and locating. Through the RCS, project staff were able to perform tracing and data management operations, track case statuses, identify problems early, and implement solutions effectively. The RCS's locator data were used for a number of daily tasks related to sample maintenance. Specifically, mailout systems produced paper mailings and e-mailings to sample members, the query system enabled administrators to review the locator information and status for a particular case, and the mail return system enabled project staff to update the locator database as mailings or address update sheets were returned or forwarding information was received. The RCS also interacted with the computer-assisted telephone interviewing (CATI) system, sending locator data between the two systems, as necessary.
- *Instrumentation module.* The instrumentation module managed development of the multimode web data collection instrument within Hatteras. Developing the instrument

with Hatteras ensured that all variables were linked to their item and screen wordings and were thoroughly documented.

3.2 Student Interview Data Collection

The BPS:04/09 interview data collection involved training data collection staff and locating, contacting, and interviewing sample members. Each of these procedures is detailed in this section.

3.2.1 Training of Interview Data Collection Staff

Members of the data collection staff included quality control supervisors (QCS), help desk agents (HDAs), telephone interviewers, field interviewers, and intensive-tracing staff. Prior to beginning work on BPS, all data collection staff completed a comprehensive training program. Topics covered in training programs included a review of confidentiality requirements, an overview of the BPS:04/09 study, frequently asked questions (FAQs), and administrative procedures for case management as well as hands-on practice. All training programs were designed to maximize active participation of the trainees. The training schedule and number of data collection staff trained are presented in table 6.

Table 6. Training of interview data collection staff: 2009

Staff trained	Time period	Number of staff trained
Quality control supervisors	February 14, 2009, and March 12, 2009	15
Help desk agents	February 16–19, 2009	13
Telephone interviewers	March 17–19, 2009	31
Intensive-tracing staff	April 1, 2009, and April 29, 2009	16
Field interviewers	June 15–18, 2009, and July 27–31, 2009	43

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

The specific roles and duties of data collection staff are summarized in the following subsections, along with a description of the training program (see appendix E for training materials).

Quality control supervisors. QCS provided support and guidance for the telephone interviewers, monitored interviewer production, and helped troubleshoot problems. They attended BPS project supervisor training and also participated in telephone interviewer project training. Training included an overview of BPS:04/09, conversational interviewing techniques expected of interviewing staff, problem resolution, case review, an explanation of project-specific reports, and other specific project procedures and protocols. The QCS were also provided with a supervisor manual to be used as a reference throughout the course of data collection.

Help desk agents. A staff of help desk agents assisted any sample members who had questions or problems while completing web interviews. HDAs were certified telephone interviewers specially trained to unlock cases, reissue passwords, record and track calls to the study help line via the help desk application, and effectively respond to any caller's questions. During the early response period, HDAs also made prompting calls to first follow-up (BPS:04/06) interview nonrespondents and completed telephone interviews with sample members who preferred a telephone to a web interview. Help desk training materials included a project telephone interviewer manual with a help desk supplement and various project handouts.

Telephone interviewers. Telephone interviewers were responsible for gaining cooperation from and conducting interviews with sample members, avoiding interview refusals, and addressing the concerns of reluctant sample members. Telephone interviewers received 16 hours of training that included an overview of the study, an in-depth review of the interview instrument, hands-on practice administering the telephone interview, review of appropriate conversational interviewing techniques, and practice with the CATI-CMS. At the conclusion of training, all telephone interviewers were certified by successfully conducting mock telephone interviews and by providing satisfactory responses to the study's FAQs. Telephone interviewer training materials included a telephone interview manual and multiple project handouts.

Field interviewers. Field interviewers conducted interviews, either in person or by telephone, with sample members residing in 25 selected geographic clusters in the United States and Puerto Rico. Field interviewers were required to attend a 3-day training session held in Durham, North Carolina. Prior to the classroom training, each field interviewer was required to complete a home study exercise. Field interviewers received classroom training similar to that of telephone interviewers, with additional training on the field CMS, field locating strategies, management of the case assignment folders, and proper care and use of the BPS laptops. Field interviewers were also required to conduct successful certification mock interviews and multiple other certification exercises before they were permitted to begin work. Field interviewer training materials included a field interviewer manual and additional handouts and forms documenting all field procedures and expectations of work.

Tracing staff. Tracing staff (tracers) used intensive measures (described in section 3.2.3) to locate sample members designated as lacking good telephone contacting information. Tracers attended a comprehensive 16-hour training session led by RTI tracing managers and covering all tracing procedures. Tracers also received 2 hours of project-specific training. They received an overview of BPS, a review of the FAQs, background information on the BPS sample, and the tracing techniques best suited to locating BPS sample members.

Additional trainings. Selected staff received additional training modules, such as refusal-conversion training, and Spanish interview training (certified bilingual staff). Additionally, quality circle meetings were routinely conducted as an extension of the training program for continual quality improvement. Data collection staff were given the opportunity to ask questions in quality circle meetings, and as needs were identified, additional training topics were highlighted and addressed in subsequent meetings. After each meeting, quality circle notes were posted on the call center's project website and on the project IMS.

3.2.2 Study Website

BPS:04/09 sample members were provided with a link to the BPS website prior to the start of data collection. The website provided general information about the BPS set of studies, including details about the study sponsor and contractors, how the data are used, answers to FAQs, confidentiality assurances, and selected findings from earlier BPS studies. The website also provided contact information for the study help desk and project staff at RTI, as well as links to the main NCES and RTI websites. Sample members were able to log in to the secure portion of the website to provide updated contact information and complete the student interview once it became available.

Designed according to NCES web policies, the BPS:04/09 study website used a three-tier security approach to protect all data collected. The first tier of security included secure log-ins, with

a unique study ID and strong password provided to sample members prior to the start of data collection. The second tier of security protected any data entered on the website with SSL technology, allowing only encrypted data to be transmitted over the Internet. The third tier of security stored any collected data in a secured SQL Server database located on a server machine that was physically separate from the web server. Figure 5 shows the home page for the BPS:04/09 study website.

Figure 5. BPS:04/09 website home page: 2009

BPS
Beginning Postsecondary Students
Longitudinal Study

ies NATIONAL CENTER for
EDUCATION STATISTICS
Institute of Education Sciences

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

Home
About BPS
FAQs
Confidentiality
Contact Us
Login to the Interview

Home

OMB Clearance No.: 1850-0631
Expiration Date: 12/31/2010
[Burden Statement](#)

Welcome to the **Beginning Postsecondary Students Longitudinal Study (BPS)** Website! The BPS study collects data related to enrollment in and transition out of postsecondary education. You were selected to participate in BPS because you first enrolled in college or other postsecondary education during the 2003-2004 school year. Study participants were first contacted in 2004 and again in 2006. Now we want to contact you one last time to find out about your education, employment, and other experiences during the past few years.

To access the BPS interview online, enter your BPS study ID number and password, which are printed on the letter that was recently mailed to you, or included in an e-mail message you may have received. **We recommend that you use Internet Explorer, Firefox, or Netscape as your browser to complete the web version, and you will need to temporarily disable any pop-up blockers you have enabled.** For instructions on how to temporarily disable your pop-up blocker, click [here](#). We thank you in advance for your participation.

BPS study ID Number:

Password: (the password is case-sensitive)

If you'd prefer to be contacted by a trained interviewer from RTI International, please [click here](#).

You can obtain additional information about the BPS study by using the links to the left of this page. If you need additional assistance, send an e-mail to bps@rti.org or call toll-free at 1-800-334-2321.

VERISIGN
VERIFIED

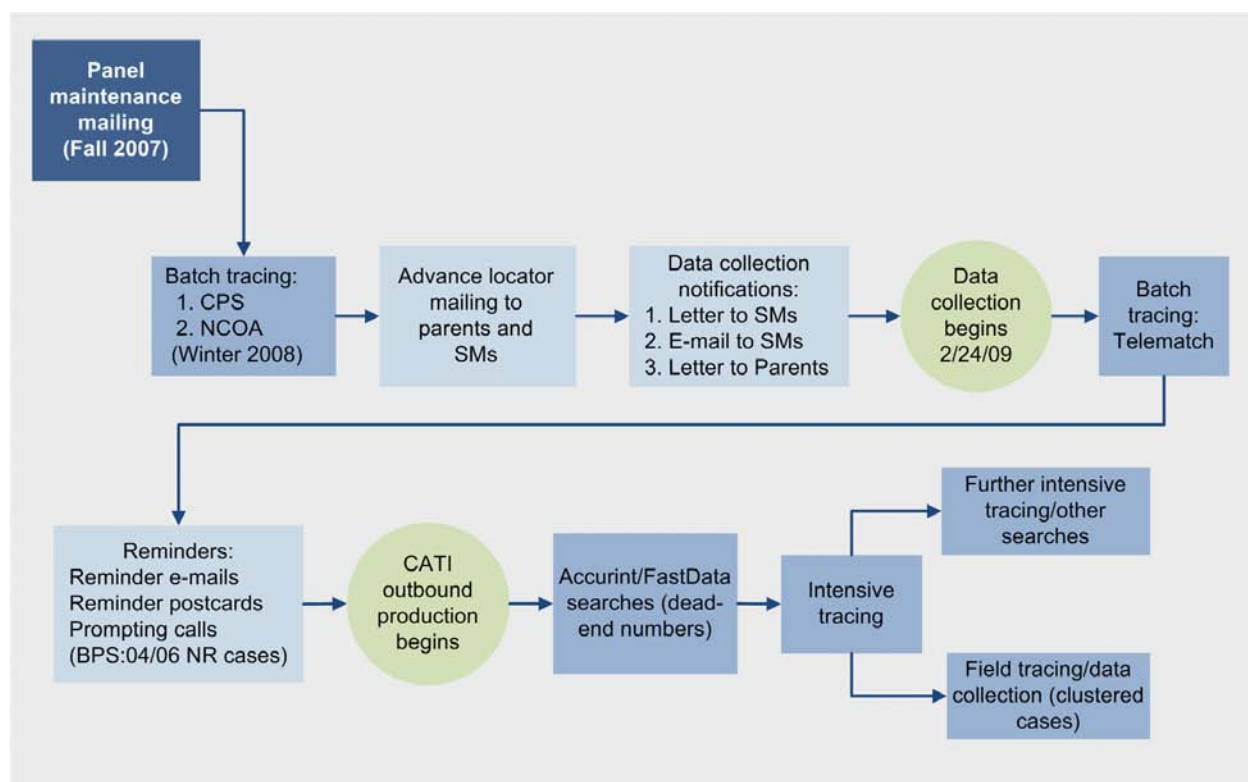
National Center for Education Statistics, Institute of Education Sciences
U.S. Department of Education
1990 K Street, NW, Washington, DC 20006 USA

BPS

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

3.2.3 Locating and Contacting Sample Members

Several locating methods were used to find and collect up-to-date contact information for the BPS:04/09 sample (figure 6). Batch searches of national databases and prenotification address update mailings were conducted prior to the start of data collection. After the start of data collection and for those sample members not yet found, follow-up locating methods were employed, including CATI locating, intensive tracing, and field tracing.

Figure 6. Locating methods: 2009

NOTE: CATI = computer-assisted telephone interviewing. CPS = Central Processing System. NCOA = National Change of Address. SM = sample member. NR = nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

- Batch tracing.** Before mailing activities began, batch database searches were conducted to update sample member contact information. These searches used the U.S. Department of Education's Central Processing System (CPS) and the U.S. Postal Service (USPS) National Change of Address (NCOA) databases. The information obtained from these sources was compared with the information previously available from the first follow-up (BPS:04/06) locator database to identify any new contact information. Then, just prior to the start of outbound telephone interviewing, all sample member addresses and telephone numbers were sent to Telematch, a computerized residential telephone number service with the not-yet-published numbers of new movers, to obtain any telephone number updates.
- Mailings.** To maintain contact with the BPS:04 cohort between the end of the first follow-up (BPS:04/06) data collection and the beginning of the second follow-up (BPS:04/09) data collection, a panel maintenance postcard was sent in November 2007. The postcard, signed by the BPS project director, asked sample members to visit the BPS student website to provide updated locating information. Any locating information collected from the panel maintenance update was combined with locating information from the first follow-up study and was used to populate the second follow-up study locator database.

In January 2009, about 6 weeks before the start of BPS:04/09 data collection, a mailing went to the parents of sample members younger than 26 years old so as to gain their

assistance with providing up-to-date contact information for these sample members. This mailing included a study brochure, a letter with detailed information about BPS:04/09 signed by the associate commissioner of NCES, an address update sheet, and a business reply envelope.

The final step in the pre-data collection locating and contacting effort occurred approximately 3 weeks before the start of data collection, with a similar address update mailing going to sample members (using any updated contact information provided by parents, if applicable). The mailing contained a letter notifying sample members of the upcoming BPS:04/09 data collection, a copy of the study brochure with responses to the FAQs, an address update sheet, and a business reply envelope. Sample members were asked to update their address information on the address update sheet and return it in the postage-paid envelope. They also had the option of entering the information using the online form available on the BPS website. The address update sheet and online form included a prompt for sample members to indicate a preference for being notified by text message at the start of data collection.

A data collection announcement was mailed on February 23, 2009, to first follow-up (BPS:04/06) interview respondents in a 9 x 12 inch BPS envelope by USPS first-class mail and to first follow-up interview nonrespondents by USPS Priority Mail. The mailing to all sample members included a study brochure and a letter that announced the start of data collection (appendix F). The letter, signed by both the BPS project director and the NCES project officer, informed sample members of the cash incentive for completing the interview by March 23, 2009, provided the study website and sample member's user ID and password for accessing the web interview, and provided the study's toll-free help desk number and e-mail address. On February 25, 2009, an e-mail containing information comparable to that in the data collection announcement letter was sent to sample members. On February 26, 2009, a letter was mailed to parents of all sample members younger than 26 years old (when a parent address was available), explaining the importance of the study and asking parents to encourage sample members to participate. Additional mailings included a postcard reminder sent about 10 days after the data collection announcement and two additional e-mail reminders to encourage early interview response. Once outbound telephone interview efforts began and throughout data collection, periodic mailings and e-mails went to interview nonrespondents throughout the course of data collection.

- **CATI locating and pre-intensive tracing.** Telephone interviewers made prompting calls to first follow-up (BPS:04/06) interview nonrespondents during the early response period of data collection. These calls, described in more detail in section 3.2.4, helped identify cases that required further tracing. Once outbound telephone interviewing began, telephone interviewers conducted limited tracing and locating activities, as needed. The telephone number believed to be the best known number for contacting the sample member was attempted first. If the sample member could not be reached at that number after several attempts, any other numbers associated with the sample member, including parent and other contacts, were called. If the sample member could not be located the case was designated for FastData and Accurint batch services which provided an automated search for matching phone numbers to sample members using combinations of address, name, and SSN. Cases for which neither FastData nor

Accurint batch generated new telephone numbers were sent for intensive interactive tracing by RTI's Tracing Operations (TOPS).

Overall for BPS:04/09 data collection, the batch matching successfully confirmed contact information or provided new contact information for 29,370 records.⁸ The most records, 11,050, were matched through Telematch. While the fewest records, 1,310, were matched through FastData, this data source minimized the number of cases requiring more costly intensive tracing. Table 7 shows the match rates for each tracing source.

Table 7. Batch processing record match rates, by tracing source: 2009

Tracing source	Number of records sent	Number of records matched	Percent matched
Total	57,600	29,370	51.0
CPS	18,030	7,500	41.6
NCOA	18,530	6,970	37.6
Telematch	14,600	11,050	75.7
FastData	2,730	1,310	47.8
Accurint	3,700	2,540	68.7

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

- Intensive tracing.** The most difficult locating cases were traced at TOPS using a two-tiered strategy and a number of sources. TOPS-1, the first tier, identified sample members with Social Security numbers (SSNs) to trace them through consumer databases (FastData's SSN search and Experian) that contain current address and telephone listings for the majority of consumers with credit histories. If a search generated a new telephone number for the sample member, tracers attempted to confirm the information by speaking with the sample member or with someone else who could confirm the information. If the number was confirmed, the case was sent back to CATI for telephone interviewing. This first level of effort minimized the time that cases were in tracing and unavailable for CATI efforts. Cases still not located and not in a field cluster underwent a more intensive level of tracing in TOPS-2. TOPS-2 included calls to other possible sources of information, including, for example, directory assistance, alumni offices, and contacts with neighbors or landlords. Whenever any of these sources provided information that indicated a sample member was not available for the study (e.g., deceased, incarcerated, or out of the country), no further contact efforts were made.

Prior to the start of the student interview data collection, 30 cases of the 18,640 sample were found to be deceased; overall, about 17 percent of the remaining 18,610 sample members required intensive tracing (table 8). Forty-three percent of the first follow-up (BPS:04/06) interview nonrespondents required intensive tracing, compared with 11 percent of first follow-up interview respondents ($t(4,458) = 37.85, p < .001$). Thirty-four percent of sample members whose NPSAS institutions were private for-profit less-than-2-year schools required intensive tracing, compared with 8 percent of sample

⁸ The number of records matched exceeds the number of sample members because individual sample members may have had their contact information sent to a number of the batch tracing sources.

members whose NPSAS institutions were private, nonprofit 4-year doctorate-granting schools ($t(2,477) = 18.95, p < .001$) or public, 4-year doctorate-granting schools ($t(2,108) = 19.97, p < .001$).

Table 8. Cases requiring intensive tracing, by first follow-up response status and institution type: 2009

First follow-up response status and institution type	Total	Cases requiring intensive tracing	
		Number	Percent
Total	18,610	3,180	17.1
First follow-up response status			
Respondent	14,900	1,590	10.6
Nonrespondent	3,720	1,590	42.8
Institution type			
Public			
Less-than-2-year	600	140	24.0
2-year	6,380	1,280	20.1
4-year non-doctorate-granting	1,600	170	10.6
4-year doctorate-granting	3,080	250	8.0
Private nonprofit			
2-year-or-less	550	130	23.7
4-year non-doctorate-granting	2,210	220	9.9
4-year doctorate-granting	1,580	120	7.8
Private for-profit			
Less-than-2-year	1,570	530	33.8
2 years or more	1,050	330	31.6

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

- **Field tracing.** Any cases not located after TOPS-1 intensive tracing and thought to be in one of the 25 selected geographic field clusters were designated for field tracing instead of being sent to TOPS-2. Information provided to field interviewers included all address information available for an assigned case, the results of TOPS-1 intensive tracing efforts, and the details of all call attempts made by telephone interviewers. In addition to these tracing resources, field interviewers had access to contacts within the community, such as post office mail carriers or local public records that could provide additional information. Many field interviewers also had the added advantage of calling from telephones with local area codes familiar to sample members, increasing the likelihood that sample members would respond to the telephone calls.

3.2.4 Interviewing

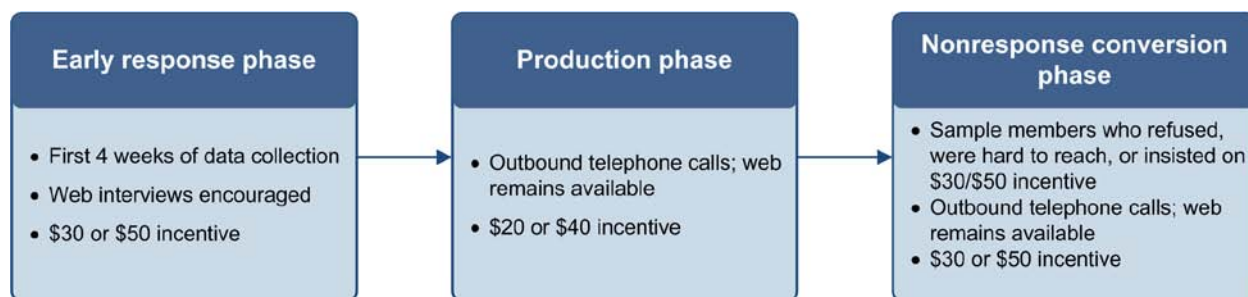
Data collection for the BPS:04/09 interview consisted of three phases (figure 7):

1. *Early response phase.* This phase began with the start of data collection in February 2009 and lasted approximately 4 weeks, until March 23, 2009. First follow-up (BPS:04/06) student interview respondents who completed the second follow-up (BPS:04/09)

student interview during this phase received an incentive of \$30; First follow-up student interview nonrespondents received a \$50 incentive.⁹

2. *Production phase.* During this phase, interviewers called to encourage sample members to complete the interview by telephone or on the Web. First follow-up student interview respondents received a \$20 incentive during this phase; First follow-up student interview nonrespondents received a \$40 incentive.
3. *Nonresponse conversion phase.* Cases in this phase belonged to one of the following groups: interview refusal by the sample member or a sample member contact, *hard-to-reach*,¹⁰ not locatable after intensive tracing, *insist-pay*,¹¹ and field cases that did not fit into one of the preceding groups. First follow-up student interview respondents who completed the second follow-up interview during the nonresponse conversion phase were offered a \$30 incentive, and first follow-up student interview nonrespondents were offered a \$50 incentive. Data collection ended in October 2009.

Figure 7. Data collection phases: 2009



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Sample members could complete the interview on the Web or by telephone throughout the data collection period. The interview screens in the telephone and field interviews were identical to those in the web interviews, except that interviewer instructions on how to administer each question were visible at the top of each screen for telephone and field interviews. Following are details of the administration of the interview through the various modes.

Web interviews. Sample members were informed of the web interview in the data collection announcement mailing. During the early response period (the first 4 weeks of data collection), only web interviews were completed unless sample members initiated a telephone interview by calling the help desk or sending an e-mail asking to be called. Reminder mailings and e-mails were sent throughout the production and nonresponse conversion phases of data collection to encourage sample members to complete the interview online. The website was accessible 24 hours a day, 7 days a week, throughout the data collection period, providing sample members with the option to complete the interview online at any time.

Help desk operations. The help desk for BPS:04/09 opened on February 24, 2009, in anticipation of the first respondent calls after the data collection announcement mailing. Help desk

⁹ First follow-up (BPS:04/06) student interview nonrespondents received telephone prompting calls during the early response phase to remind them of their inclusion in the study and to encourage their participation.

¹⁰ *Hard-to-reach* cases were those that were called at least 15 times (8 times for first follow-up nonrespondents) and yielded minimal or no contact with the sample member.

¹¹ *Insist-pay* cases were those in which sample members completed the interview during the production phase but insisted on receiving the incentive amount offered during the early response phase.

staff were available to assist sample members who had questions or problems accessing and completing the web interview. A toll-free help line was established to accept incoming help desk calls. If technical difficulties prevented sample members from completing the web interview, HDAs—also trained to conduct telephone interviews—would encourage sample members to complete a telephone interview.

A help desk application was created to document incoming calls from sample members and other contacts. Specifically, the help desk application included the following:

- information needed to verify the sample member's identity;
- login information needed by the sample member to access the web interview;
- a means to update sample member contact information, as needed;
- functionality to unlock cases and send an e-mail containing the website and study login information to the sample member;
- systematic documentation of each call; and
- a means for tracking calls that could not be resolved immediately.

The help desk application provided project staff with a means to monitor the resolution status of all help desk events and reports on the type and frequency of problems experienced by sample members.

Telephone interviews. Telephone follow-up locating and interviewing began on March 24, 2009, after the 4-week early response period ended. Telephone interviewing procedures included attempts to locate, gain cooperation from, and interview sample members who had not yet completed the interview. Interviewers encouraged sample members to complete the interview by telephone; however, sample members could still complete the interview on the Web, if that was their preference. Sample members who did express a preference to complete a web interview were called back 5 days later for follow-up if the interview had not yet been completed.

The CATI-CMS included an automated call scheduler that assigned cases to interviewers by case priority, time of day, day of week, existence of previously scheduled appointments, and type of case. Case assignment was designed to maximize the likelihood of contacting and interviewing sample members, and cases were assigned to various queues accordingly. For example, the CMS included queues for new cases that had not been called, Spanish-language cases, initial refusals, and various appointment queues. In addition, available telephone numbers for each case were automatically prioritized for the interviewers. As new roster lines were added—as a result of CATI tracing, other tracing efforts, and information from other sources such as respondent e-mails or help desk call-ins—available telephone numbers were reprioritized based on the new information.

Some cases required special treatment. For cases with sample members or contacts who spoke only Spanish, bilingual interviewers were available to administer a Spanish interview (see section 3.1.1 for details regarding the Spanish interview). To gain cooperation from those sample members who initially refused to participate (as well as from contacts such as parents and roommates who acted as *gatekeepers* to the sample member), interviewers were trained in refusal-conversion techniques. As the end of data collection approached, all telephone interviewers were trained to administer the abbreviated English-language interview to any reluctant sample members.

Field interviews. Field data collection activities began approximately 3 months after the start of outbound telephone interviewing, during the nonresponse conversion phase of data collection. Using the last known address for each case, RTI's Geographic Information System (GIS) program conducted an analysis of the BPS:04/09 sample to identify the 25 geographic areas with the highest density of sample members residing within a 100-mile radius of the cluster center. On the basis of this analysis, 43 field interviewers were hired to work nonrespondent cases that required field efforts. An Integrated Field Management System provided reports that helped project staff manage the progress of the field interviewing effort. Once assigned to the field, cases were excluded from further outbound efforts from the call center but could still be completed on the web or by telephone if sample members called the help desk to complete the interview. See section 3.4.1 Student Interview Response Rates for results of field, telephone, and web interviews.

3.2.5 Other Procedures to Maximize Locating and Interview Response

Throughout data collection, the BPS project team continued to work with TOPS and other available resources to evaluate additional tracing efforts that could benefit BPS data collection. In addition to the locating sources and methods already described, BPS:04/09 used several other procedures to maximize locating and interview response.

Other locating methods. Other locating methods used to find sample members included the following:

- *Experian credit header search.* Halfway through data collection, an Experian credit header search was conducted to obtain phone numbers and addresses associated with sample members according to their credit histories. This search provided a relatively low-cost alternative to other intensive tracing methods. Priority was given to sample members who had not yet been located or dead-ended in CATI, but the search was also conducted for sample members who were once located but never reached or who were located but not reached for several weeks.
- *FastData's Superphone search.* Halfway through data collection, TOPS also began conducting a FastData Superphone search for telephone numbers on cases that had recently gone through the first round of TOPS-1 tracing but for which no locating information was found. Unlike many other tracing sources, FastData's new Superphone search provided cell phone numbers as well as landline numbers.
- *Experian MetroNet batch search.* During the nonresponse conversion phase of data collection, this search was conducted to find new contact information for all cases where interviews had not yet been completed. Experian MetroNet batch searches self-reported consumer-contacting databases. This search provides up-to-date contact information for more than 140 million households and is updated every 2 weeks.

Other contacting methods. Text messaging and social networking (Facebook and MySpace) were additional methods used to contact sample members and encourage interview completion.

- *Text messages.* Some sample members were contacted by Short Message Service technology, or text messaging. A text message reminder to complete the BPS:04/09 interview was sent during the early response data collection period to those sample members who had requested on their address update sheet that a text message be sent. A text message reminder was also sent during the nonresponse conversion phase to sample

members with a cell phone number on record who had not yet completed the interview. Each text was sent manually from a project mobile phone. The text message included the sample member's first name, mention of the BPS interview, expected length of the interview, the incentive amount available, and the name of the project staff person sending the text message.

- *Social networking.* Two popular social networking sites, Facebook and MySpace, were used to generate new leads for and to make contact with sample members who were difficult to locate. BPS:04 cohort information on record—such as postsecondary institutions attended, city/state networks, e-mail addresses, and birth dates—were used to search for sample members on Facebook or MySpace. Once the targeted individual was believed to be found, an e-mail message describing BPS and the incentive being offered, as well as reminding the individual of any past participation in the study, was sent through internal messaging on the social networking site. Although the message included the study website and help desk telephone number, no personally identifying information (such as login information) was included; this information could only be provided to a sample member who visited the study website or contacted the help desk and verified his or her identity. Efforts to contact sample members by Facebook were ceased because of restrictions on the number of messages sent to individuals. When few BPS messages were opened by sample members contacted through MySpace, the use of social networking sites was abandoned in favor of the other, more promising locating and contacting methods.

3.3 Data Collection Quality Control

A number of quality control (QC) procedures were implemented throughout the course of the BPS:04/09 student interview data collection. These procedures included frequent interview monitoring of telephone interviewers, a help desk that tracked and resolved difficulties encountered by sample members attempting to complete the web interview, quality circle feedback meetings, and HDA, interviewer, and tracer debriefings at the conclusion of the study.

3.3.1 Interview Monitoring

Regular monitoring of telephone interviews during BPS:04/09 data collection was conducted to meet the following important data quality objectives:

- identification of problem items in the interview;
- reduction in the number of interviewer errors;
- improvement in interviewer performance through reinforcement of effective strategies; and
- assessment of the quality of the data collected.

Quality control supervisors (QCS) at Call Center Services and project staff monitored live and recorded interviews throughout data collection, using remote monitoring telephones and computer equipment. To guarantee an accurate reflection of data collection activities, QCS monitored day, evening, and weekend shift interviewers. In addition, each week QCS and interview project staff monitored one live interview session and one recorded interview session. The live session allowed for monitoring of calls and interviews in progress, including remotely viewing

interviewers' computer screens as they progressed through the interview and listening to interviews in real time, while the session with recorded interviews allowed only listening to the interview but guaranteed an opportunity to hear complete interviews. QCS and interview project staff recorded observations on standardized monitoring forms that covered such topics as interviewer professionalism, question administration, and knowledge of the instrument. After each monitoring session, interviewers received feedback based on observations from the session. Issues and trends identified during monitoring were frequently incorporated into quality circle meetings to improve the quality of telephone interviews.

3.3.2 Help Desk

A help desk, described in section 3.2.1, was available to sample members. To gain a better understanding of the problems encountered by sample members, HDAs used a web-based application to record each help desk incident that occurred during data collection. For each incident, an HDA confirmed contact information for the sample member, noted the source (e.g., incoming telephone call, voice mail, or e-mail; request from the study website), recorded the type of problem, provided a description of the problem and resolution, and indicated the incident status (pending or resolved). If the problem was not resolved immediately, the HDA scheduled a follow-up appointment.

Table 9 provides a summary of help desk incidents encountered during BPS:04/09 data collection. HDAs handled a total of 780 help desk incidents. The most common type of incident was from sample members requesting their study ID, password, or both (69 percent). Miscellaneous issues, including requests to complete the interview over the telephone, were the second most common category (16 percent). An additional 8 percent of incidents dealt with pop-up blocker issues. Three percent of the incidents reported were related to browser settings and computer problems. Incidents in which sample members indicated that the study website was down or unavailable represented 2 percent of all help desk requests, as did questions about the study. Incidents involving questionnaire content and instrument errors each accounted for less than 1 percent of help desk incidents.

Table 9. Help desk requests, by type of incident reported: 2009

Type of incident reported	Help desk requests	
	Number	Percent
Total	780	100.0
Study ID/password	540	68.6
Pop-up blocker issues	60	8.2
Browser settings/computer	20	2.6
Website down/unavailable	20	2.3
Questions about the study	20	1.9
Questionnaire content	#	0.4
Instrument error	#	0.3
Other requests, not classifiable	120	15.8

Rounds to zero.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

3.3.3 Quality Circle Meetings

Quality circle meetings were essential as part of a feedback loop for ensuring that project staff, CCS, and telephone interviewers were communicating on a regular basis about the goals of the study and addressing challenges encountered along the way. These meetings provided a forum for discussing elements of the instrument design and interview cooperation tactics, motivating the group toward the goals of the study, and acquiring feedback on data collection issues. Weekly quality circle meetings for telephone staff were held at the call center, while quality circle meetings for the field staff were held via conference call. Issues discussed at these meetings were added to weekly notes, which all interviewers were required to access electronically. These quality circle notes included counts of interview completions to date, separate sections for general data collection issues and issues specific to the survey instrument, and project staff responses to questions from interviewers.

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

- clarification of questions and item responses and reinforcement of positive interviewing techniques;
- methods of gaining cooperation from sample members and *gatekeepers* (e.g., parents and roommates);
- problem sheets submitted during interviews;
- the importance of providing and reviewing detailed case comments;
- data security protocols; and
- study progress and general morale boosting.

3.3.4 Debriefing

At the conclusion of the BPS:04/09 data collection, project staff held debriefing meetings with interviewers, HDAs, and tracers to learn more about their experiences, and administered an anonymous online survey of the interviewers. With regard to tracing and locating strategies, interviewers believed that lack of land telephone lines among sample members was in fact a hindrance to tracing and locating but thought that contacting relatives was generally a helpful means of finding sample members. Also, their interactions with sample members led interviewers to emphasize that offering incentives seemed to positively affect participation in the survey. With regard to interview administration and content, debriefing feedback was typically positive, with interviewers identifying specifics of questions that presented challenges to some sample members when read over the phone. Project staff prepared summaries of the debriefing meetings and online survey for consideration when planning future administrations of BPS.

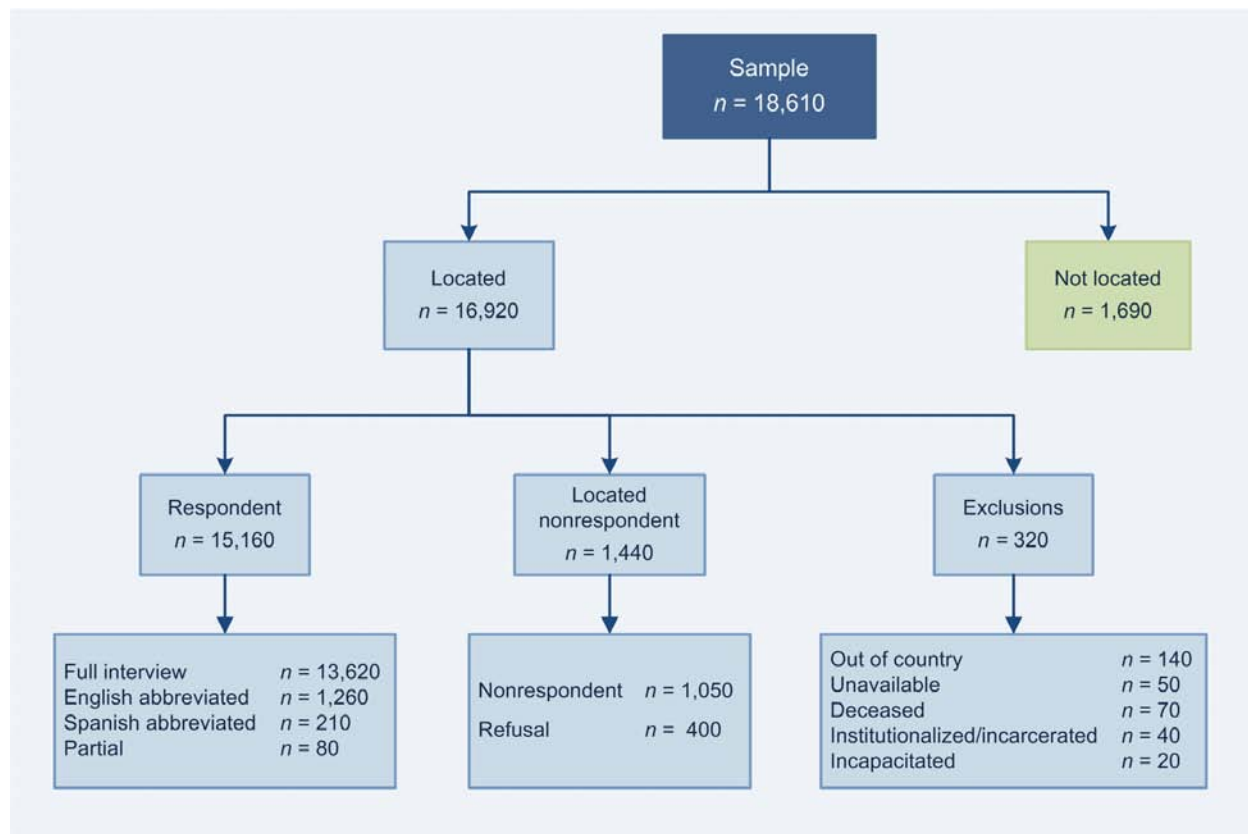
3.4 Student Interview Data Collection Outcomes

This section provides the results of the BPS:04/09 student interview data collection. Details surrounding the overall student interview response rate of 82 percent are included, and a description of the success of various locating methods is also provided. A timing analysis shows that the student interview, on average, took about 20 minutes to complete.

3.4.1 Student Interview Response Rates

BPS:04/09 interviews were administered between February 24, 2009, and October 12, 2009. Of the 18,610 sample members remaining at the start of the BPS:04/09 student interview data collection, 16,920 (91 percent) were successfully located and asked to complete the BPS:04/09 interview, while 15,160 (82 percent) did complete a full interview, an English or Spanish abbreviated interview, or a partial interview.¹² The overall locating and interviewing results for the BPS:04/09 interview data collection effort, including sample members who were located but later considered exclusions for reasons such as being incapacitated or deceased, are presented in figure 8.

Figure 8. Overall locating and interviewing results: 2009



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Response rates by first-follow up (BPS:04/06) interview response status and institution type. First-follow up interview (BPS:04/06) respondents were located for and completed the second follow-up (BPS:04/09) interview at a higher rate than did first follow-up interview nonrespondents.¹³ First follow-up interview respondents had a locate rate of 94 percent in the second follow-up interview, while the locate rate for first follow-up interview nonrespondents in the second follow-up interview was 80 percent. Of all first follow-up interview respondents, 87 percent completed the second follow-up interview, while 61 percent of first follow-up interview nonrespondents completed the second follow-up interview.

¹² Partial interview status was assigned to any case where the respondent began a full interview and got through at least the enrollment history section but broke off and did not return to complete the interview.

¹³ A *completed* interview is a full interview, an English or Spanish abbreviated interview, or a partial interview.

Overall locate rates of the BPS:04 cohort for the second follow-up interview, based on the institution type of the sample member's base-year interview (NPSAS) school, ranged from 81 percent at private for-profit less-than-2-year schools to 96 percent at private nonprofit 4-year doctorate-granting schools. Overall response rates for the BPS:04 cohort to the second follow-up interview, by NPSAS institution type, ranged from 70 percent at private for-profit less-than-2-year schools to 88 percent at public 4-year doctorate-granting schools and private nonprofit 4-year doctorate-granting schools. Locating and participation results, by first follow-up interview respondent status and NPSAS institution type, are presented in table 10.

Table 10. Locating and participation rates, by first follow-up response status and NPSAS institution type: 2009

First follow-up response status and NPSAS institution type	Total	Located		Interviewed	
		Number	Percent of total	Number	Percent of total
Total	18,610	16,920	90.9	15,160	81.5
First follow-up response status					
Respondent	14,900	13,940	93.6	12,890	86.5
Nonrespondent	3,720	2,980	80.3	2,280	61.2
NPSAS institution type					
Public					
Less-than-2-year	600	520	86.0	460	75.7
2-year	6,380	5,740	90.1	5,050	79.1
4-year non-doctorate-granting	1,600	1,490	93.3	1,360	85.1
4-year doctorate-granting	3,080	2,940	95.4	2,710	87.8
Private nonprofit					
2-year-or-less	550	470	86.4	410	75.2
4-year non-doctorate-granting	2,210	2,080	94.4	1,930	87.2
4-year doctorate-granting	1,580	1,520	96.3	1,400	88.4
Private for-profit					
Less-than-2-year	1,570	1,270	80.9	1,100	70.4
2 years or more	1,050	880	84.1	760	72.2

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Response rates by first follow-up (BPS:04/06) interview response status and interview type. About 90 percent of all second follow-up (BPS:04/09) interview respondents completed the full second follow-up interview, about 10 percent completed an English or Spanish abbreviated second follow-up interview, and less than 1 percent completed a second follow-up partial interview. Ninety-one percent of first follow-up (BPS:04/06) interview respondents completed a full second follow-up interview, compared with 83 percent of first follow-up interview nonrespondents. Seven percent of first follow-up interview respondents completed a second follow-up English abbreviated interview, compared with 16 percent of first follow-up interview nonrespondents. Table 11 provides detail on the number and percent of completed second follow-up interviews, by first follow-up interview response status and by second follow-up interview type.

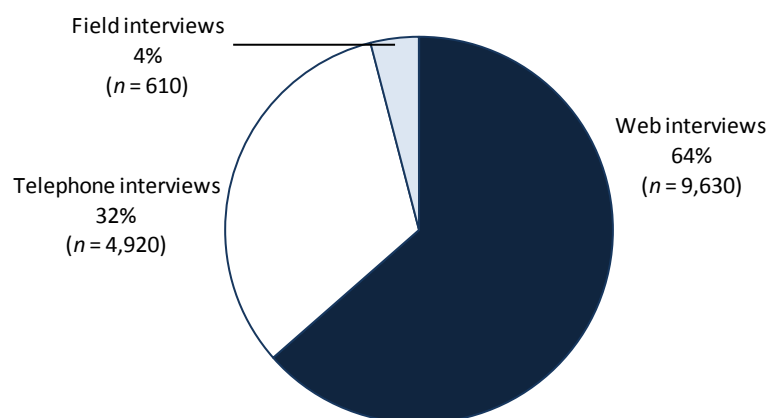
Table 11. Completed interviews, by first follow-up response status and interview type: 2009

Interview type	First follow-up response status					
	Total		Respondents		Nonrespondents	
	Number	Percent	Number	Percent	Number	Percent
Total	15,160	100.0	12,890	100.0	2,280	100.0
Full	13,620	89.8	11,740	91.1	1,880	82.5
English abbreviated	1,260	8.3	900	7.0	360	15.7
Spanish abbreviated	210	1.4	190	1.5	20	0.8
Partial	80	0.5	60	0.4	20	0.1

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

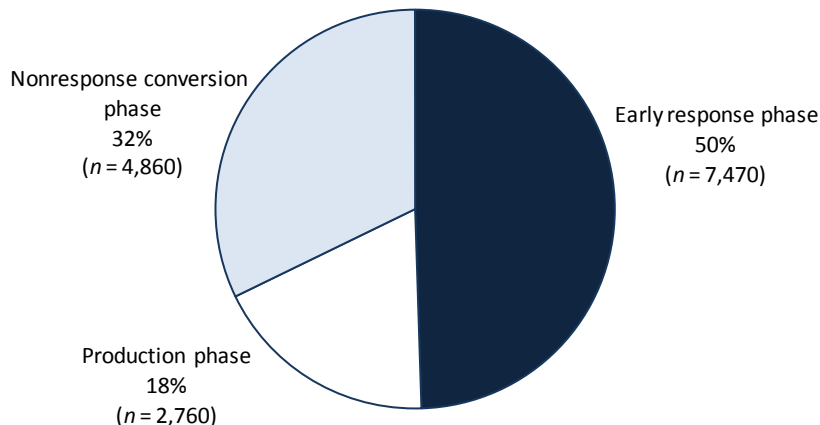
Interview outcomes by mode. BPS:04/09 interviews were completed in one of three modes: web, telephone, or field. Figure 9 shows that most (64 percent) interviews were completed on the web, 32 percent of interviews were completed by telephone, and 4 percent were completed in field interviewing.

Figure 9. Percentage of completed interviews, by mode of administration: 2009

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Response by phase of data collection. Half of all completed BPS:04/09 interviews were completed during the early response phase. Approximately 18 percent of all interviews were completed during the production phase, and the remaining 32 percent were completed during the nonresponse conversion phase. Response, by phase of data collection, is shown in figure 10.

Figure 10. Percentage of completed interviews, by data collection phase: 2009

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

The *early response phase* of data collection yielded a 40 percent response rate, with 7,470 completed interviews out of 18,610 cases (table 12). During this phase of data collection, first follow-up (BPS:04/06) interview respondents received \$30 to complete the second follow-up (BPS:04/09) student interview, and first follow-up interview nonrespondents received \$50 to complete the second follow-up interview. The next phase of data collection, the *production phase*, yielded a 25 percent response rate, with 2,760 completed interviews out of the remaining 11,140 cases. During the production phase, first follow-up interview respondents received \$20 to complete the second follow-up interview, and first follow-up interview nonrespondents received \$40 to complete the second follow-up interview. The final phase of data collection, the *nonresponse conversion phase*, yielded a 58 percent response rate, with 4,860 completed interviews out of the final remaining 8,380 cases. Respondents who completed the second follow-up interview during this last phase of data collection received either \$30 if they were first follow-up interview respondents or \$50 if they were not.

Table 12. Number of cases and percentage of completed interviews within each phase of data collection: 2009

Data collection phase	Number of cases	Completed interviews	
		Number	Percent of cases
Total	18,610	15,080	81.0
Early response phase (\$30/\$50)	18,610	7,470	40.1
Production phase (\$20/\$40)	11,140	2,760	24.8
Nonresponse conversion phase (\$30/\$50)	8,380	4,860	57.9

NOTE: Detail may not sum to totals because of rounding. Partial interviews are not included because partial status could not be assigned until the end of data collection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Locate rates by source of address update. Address updates for the BPS:04 cohort were received from 7,910 sample members in response to the panel maintenance mailing, the parent mailing (for sample members younger than 26 years old), the advance notification mailing, or

through the BPS website. If an address update was received, the sample member was located almost 100 percent of the time and completed interviews 98 percent of the time. The parent mailing elicited the most address updates, with the other two mailings producing about equal numbers of address updates. Locating outcomes of cases for which an address update was provided are shown in table 13.

Table 13. Located and interview completion rates, by source of address update: 2009

Source of address update	Number that provided an update	Located		Interviewed	
		Number	Percent	Number	Percent
Total	7,910	7,850	99.3	7,740	97.8
Panel maintenance mailing	1,900	1,880	99.4	1,870	98.4
Parent mailing	2,990	2,960	99.0	2,900	97.0
Advance notification mailing	1,970	1,960	99.2	1,930	97.9
B&B Student website reply	1,060	1,050	99.9	1,040	98.8

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Response rates by intensive tracing method. Among the cases assigned to intensive tracing, TOPS-1 and TOPS-2, approximately 63 percent were located. Of those cases located through intensive tracing, about 56 percent completed the BPS:04/09 interview (table 14).

Table 14. Located and interviewed rates of cases requiring intensive tracing, by intensive tracing method: 2009

Intensive tracing method	Total	Located		Interviewed	
		Number	Percent of total cases	Number	Percent of located cases
Total	3,180	2,010	63.2	1,130	56.3
TOPS-1	3,180	1,910	60.1	1,080	56.7
TOPS-2 ¹	440	210	47.4	110	51.4

¹ TOPS-2 cases are those that could not be located or interviewed through TOPS-1.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Locate rates by other locating methods. Although no significant locating outcomes were achieved through the use of social networking sites, 60 percent of the 7,060 cases traced with Experian and FastData batch searches were located. Experian MetroNet batch searches confirmed or provided new contact information for 3,620 cases. More than one-third of the cases sent through the Experian credit header searches and the FastData Superphone search were located. Results of these other locating methods are summarized in table 15.

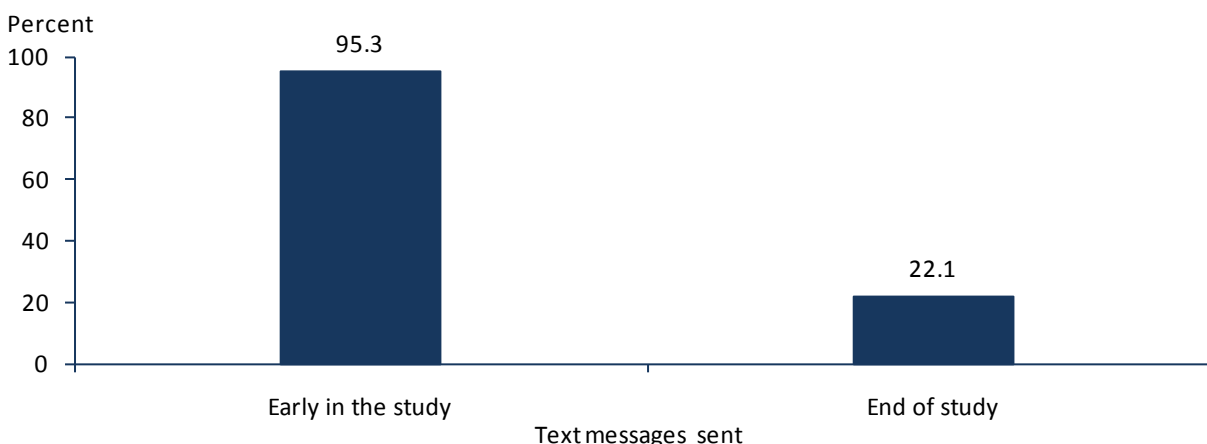
Table 15. Locate rates, by other locating methods: 2009

Tracing source	Cases traced	Located	
		Number	Percent of cases traced
Total	7,060	4,200	59.5
Experian MetroNet batch searches	5,420	3,620	66.8
Experian credit header searches	1,020	370	36.5
FastData Superphone search	620	210	33.4

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Of the 130 sample members who received an early text message notifying them that data collection had begun, 95 percent completed the interview (figure 11). These were sample members who had requested a text notification reminder of the start of data collection on their address updates. Near the end of data collection, text messaging was again employed as an additional means of contact for sample members who had become difficult to reach by other contacting methods and for whom there was a cell phone number on record. Of the 1,530 cases sent a text message near the end of data collection, 22 percent completed the interview.

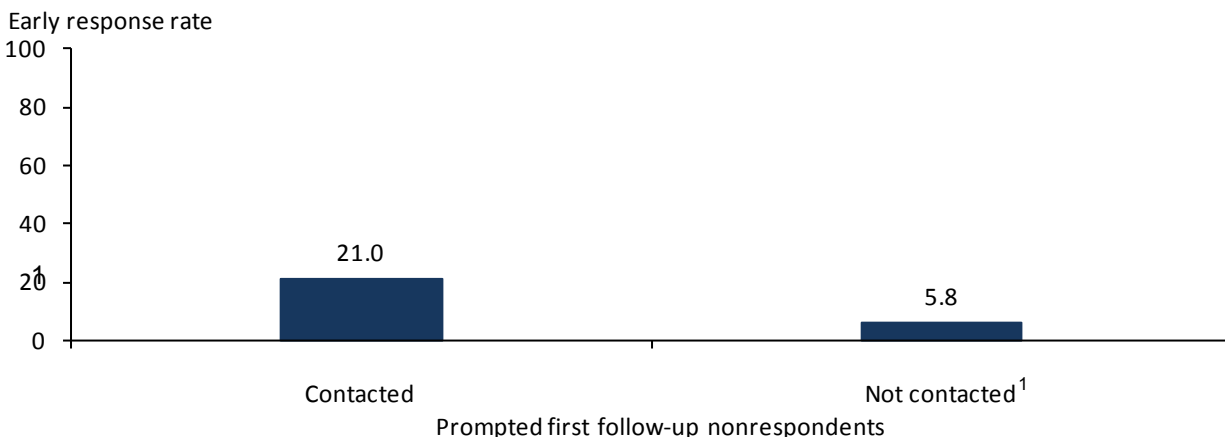
Figure 11. Interview completion rates, by timing of text messages: 2009

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Prompting response rates. First follow-up (BPS:04/06) interview nonrespondents were selected to receive prompting calls to complete the web interview during the early response phase of the second follow-up (BPS:04/09) data collection. Of the 3,720 first follow-up interview nonrespondent cases, 72 percent of the cases, or 2,680 cases, were flagged for prompting. The remaining 1,040 first follow-up interview nonrespondent cases were not flagged for prompting because of either invalid telephone numbers or because a second follow-up interview was completed prior to the start of prompting. Prompting calls began 10 days after the start of data collection, and 1,540 of the cases were prompted. The response rate during the early response phase of data collection was significantly higher for sample members spoken to directly in a prompting call (21 percent), compared with sample members who received a prompting call but who were not spoken to directly (6 percent; $z = 7.99, p < .001$). A sample member was considered *not contacted* when someone other than the sample member was spoken to or when the call was directed to an

answering machine or voice mail. The response rates during the early response phase of data collection for first follow-up interview nonrespondents who were reached directly when prompted versus those who were not contacted are compared in figure 12.

Figure 12. Early response rates for first follow-up interview nonrespondents who were prompted: 2009



¹ A sample member was considered *not contacted* when someone other than the sample member was reached or the call was directed to an answering machine or voice mail.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Response rates for field cases. Beginning about 4 months into data collection, 1,430 cases identified as difficult to locate but whose last known address was in a selected field cluster were assigned to field data collection. Sixty-three percent of these cases were located, and 54 percent completed the interview in one of the three available modes (web, telephone, or field). Of the completed cases originally assigned to the field, 170 (22 percent) were actually completed by web, or by telephone through the call center, instead of through field efforts.

Results by first follow-up (BPS:04/06) interview response status and NPSAS institution type are also presented for these cases. Nearly 63 percent of the first follow-up interview respondent cases assigned to the field completed the second follow-up (BPS:04/09) interview, compared with 47 percent of the first follow-up interview nonrespondent cases assigned to the field who completed the second follow-up interview.

Response rates among cases assigned to the field also varied by sample members' NPSAS institution type. The largest number of cases assigned to the field for any one institution type, 580 cases, was for sample members whose NPSAS institution was a public 2-year institution; these cases yielded a response rate of 57 percent. Only 60 cases were assigned to the field for sample members from public less-than-2-year schools; these cases yielded a response rate of 43 percent. Table 16 shows locate and response rates among the field cases.

Table 16. Located and completed field interview cases, by first follow-up response status and institution type: 2009

First follow-up response status and institution type	Number assigned to field	Located		Number completed interviews			Percent completed interviews		
		Number	Percent	Field	Web or help desk	All modes	Field	Web or help desk	All modes
Total	1,430	900	63.0	610	170	780	42.8	11.5	54.4
First follow-up response status									
Respondent	650	460	70.3	300	110	410	46.6	16.2	62.8
Nonrespondent	780	440	56.8	310	60	370	39.7	7.6	47.3
Institution type									
Public									
Less-than-2-year	60	30	47.6	20	10	30	31.7	11.1	42.9
2-year	580	380	65.5	270	60	330	45.9	10.9	56.8
4-year non-doctorate-granting	80	50	61.7	30	10	40	35.8	16.0	51.9
4-year doctorate-granting	80	60	73.3	30	10	40	40.0	17.3	57.3
Private nonprofit									
2-year-or-less	60	30	55.9	20	10	30	40.7	10.2	50.8
4-year non-doctorate-granting	90	60	68.2	30	20	40	31.8	18.8	50.6
4-year doctorate-granting	60	40	75.0	20	10	30	35.7	16.1	51.8
Private for-profit									
Less-than-2-year	270	160	57.0	130	20	150	46.0	7.7	53.7
2 years or more	160	100	61.5	70	20	90	44.7	10.6	55.3

NOTE: Detail may not sum to totals because of rounding. Sample members were still able to access the web instrument and call the help desk to complete a telephone interview once a case was sent to the field.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

3.4.2 Interview Timing Burden

Several analyses for the BPS:04/09 interview assessed the timing burden on respondents completing the interview. These analyses included computation of the overall average time it took respondents to complete the interview and the time it took respondents to complete the interview based on mode of administration (web, telephone, or field) and analysis of whether particular respondent characteristics, such as employment status, were related to interview timing burden.

To calculate the time it took to complete the interview, two time stamps were embedded on each form (web screen) of the interview. A start timer recorded the clock time on the respondent's or interviewer's computer when each form was first displayed. An end timer recorded the clock time on the respondent's or the interviewer's computer when the *Next* button on each form was clicked. From the two time stamp variables, an on-screen time and a transit time were calculated. The on-screen time was calculated by subtracting the start time from the end time for each form that the respondent saw. The transit time was calculated by subtracting the end time of the preceding form from the start time of the next form. Total on-screen time and total transit time were calculated for all respondents by summing all of the on-screen times for each screen received and summing all of the transit times for each respondent. Total instrument time was then calculated by summing a respondent's total on-screen and total transit times.

The timing analysis included only cases that completed the full-scale interview in one session. Partially completed interviews and those interviews completed in multiple sessions (i.e., those cases that logged out from an incomplete interview and later resumed their interviews) were excluded from the analysis.

The average overall interview time was calculated by summing the respondents' interview completion times and dividing the result by the total number of respondents. On average, the BPS:04/09 interview took 19.6 minutes to complete. Web interviews took 19.4 minutes to complete, field interviews took 19.6 minutes to complete, and telephone interviews took 20.2 minutes to complete.

Average section completion times were 1.3 minutes for the Front End (introductory section), 4.1 minutes for Enrollment History, 4.5 minutes for Enrollment Characteristics, 6.1 minutes for Employment, and 4.1 minutes for Background. Notably, between web and telephone modes, the Enrollment History section took longer in web mode than telephone mode ($t(6,700) = 2.79, p < .01$), as did the Enrollment Characteristics section ($t(8,060) = 7.79, p < .001$), but the Background section took longer in telephone mode than in web mode ($t(11,480) = 22.06, p < .001$). Table 17 shows the average interview time overall, for each section, by mode of administration.

Table 17. Average time in minutes to complete interview section, by mode of administration: 2009

Interview section	All respondents		Mode of administration					
			Web		Telephone		Field	
	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time
Total interview	11,780	19.64	7,780	19.39	3,700	20.15	290	19.65
Front End	11,480	1.27	7,780	0.94	3,700	1.98	†	†
Enrollment History	11,780	4.08	7,780	4.15	3,700	3.97	290	3.38
Enrollment Characteristics	11,780	4.45	7,780	4.61	3,700	4.17	290	3.96
Employment	8,600	6.06	5,340	6.08	2,970	6.09	290	5.51
Background	11,780	4.13	7,780	3.88	3,700	4.60	290	4.96

† Not applicable.

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews were excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Interview time by interview path. The time it took respondents to complete the BPS:04/09 interview varied by the number of schools attended as of the last follow-up in 2006 and by whether respondents were employed because more questions were asked of those respondents who attended more than one school and who had jobs.

The Enrollment History section collected information about the respondent's enrollment and degree attainment since the last follow-up in 2006 (for more about the interview design and topics covered in each interview section, see section 3.1.1). The average time it took all respondents to complete this section was 4.1 minutes. Because the interview collected information on each school attended since 2006, respondents with more schools spent more time in this section.

The Enrollment Characteristics section collected information about the respondent's experiences since 2006 while enrolled as an undergraduate. Topics focused on major or field of study, grade point average, employment while enrolled, and financial aid. This section took an average of 4.5 minutes to complete. Respondents who had no additional schools since 2006 took an average of only 1.8 minutes in this section because they had no additional undergraduate enrollment since the base-year study on which to report. Table 18 shows the average interview time to complete the enrollment sections by the number of schools attended.

Table 18. Average time in minutes to complete enrollment sections, by number of schools attended: 2009

Number of schools attended since 2006	Number of cases	Average completion time	
		Enrollment History	Enrollment Characteristics
None	3,480	0.87	1.84
One	7,210	4.98	5.57
Two	1,090	8.37	5.45

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews were excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Respondents took an average of 6 minutes in the employment section to report on job items such as their job title and duties, benefits, earnings, level of satisfaction, and any periods of unemployment. Respondents who were employed spent 7.4 minutes in the employment section,

compared with those respondents who were not employed, who spent 1.6 minutes in the employment section.

Timing of abbreviated interview. The abbreviated version of the BPS:04/09 interview included the Front End, Enrollment History, and Enrollment Characteristics sections of the interview. On average, the BPS:04/09 abbreviated interview took 10.5 minutes. Overall, web abbreviated interviews took 11.3 minutes and were significantly longer than telephone abbreviated interviews, at 10.5 minutes ($t(1,120) = 2.0, p < .05$), and field abbreviated interviews, at 8.9 minutes ($t(620) = 4.2, p < .001$). Also, telephone abbreviated interviews were significantly longer than field abbreviated interviews ($t(830) = 3.1, p < .01$). Table 19 shows the average abbreviated interview time overall, for each section, and by interview completion mode.

Table 19. Average time in minutes to complete abbreviated interview, by interview section and mode of administration: 2009

Interview section	All respondents		Mode of administration					
	Number of cases	Average time	Web		Telephone		Field	
	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time
Total interview	1,290	10.54	460	11.26	670	10.49	170	8.85
Front End	1,120	1.9	460	1.17	670	2.4	†	†
Enrollment History	1,290	3.5	460	3.61	670	3.53	170	3.06
Enrollment Characteristics	1,290	4.29	460	4.69	670	4.15	170	3.74
Employment	†	†	†	†	†	†	†	†
Background	†	†	†	†	†	†	†	†

† Not applicable.

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews were excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

3.4.3 Telephone Interviewer Hours

During the course of BPS:04/09 data collection, 15,195 telephone interviewer hours were logged, for an average of 3.09 hours spent by telephone interview staff per completed telephone interview. Because, on average, telephone interviews took 20.2 minutes to administer, most of the telephone interview hours were spent on case management activities such as locating and contacting sample members, prompting sample members to complete interviews, reviewing call history, scheduling callbacks, entering detailed comments and suggestions to assist with reaching and interviewing sample members, and responding to incoming help desk calls.

3.4.4 Number of Calls to Sample Members

On average, 16 calls were made per BPS:04/09 sample member during the interviewing period, except for in the early response phase when no outbound calls were made to sample members. The average number of calls per sample member varied according to the sample member's first follow-up (BPS:04/06) interview response status and second follow-up (BPS:04/09) interview response status, mode of administration, and the phase of data collection. First follow-up interview respondents received 7 fewer calls, 15 calls on average, than first follow-up interview nonrespondents who received 22 calls on average ($t(5,305) = 15.01, p < .001$). Cases that completed a second follow-up interview received an average of 11 calls, while second follow-up interview nonrespondents received an average of 42 calls during the interviewing period.

There were also call count differences depending on mode of interview administration. Overall, respondents who completed interviews over the telephone required more calls than respondents who completed interviews over the web, an average of 18 calls, compared with 7 calls ($t(8,240) = 35.46, p < .001$). However, when early response phase interview completes were excluded, web respondents required more calls than telephone respondents, an average of 24 calls, compared with 18 calls ($t(5,144) = 13.23, p < .001$). The average number of telephone calls is shown in table 20.

Table 20. Average number of calls, by response status and data collection phase: 2009

Response status and data collection phase	Number of cases	Number of calls	Average number of calls
Total	18,610	302,500	16.3
First follow-up interview response status			
Respondent	14,900	221,340	14.9
Nonrespondent	3,720	81,150	21.8
Second follow-up interview response status			
Respondent	15,160	158,730	10.5
Web interviews	9,630	64,060	6.7
Excluding early response	2,670	63,960	23.9
Telephone interviews	4,920	86,760	17.6
Field interviews	610	7,910	12.9
Nonrespondent and exclusions	3,450	143,770	41.7

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

3.5 Evaluation of Student Interview Items

An evaluation of the BPS:04/09 student interview items included analyses of the data collected in the instrument coders and a review of help text access rates, success rates for conversion text, and item nonresponse.

3.5.1 Instrument Coders

Assisted coding systems were used to standardize the collection of data on, and to code, any postsecondary schools attended, major or field of study, and occupation. Text strings were collected from the respondent, and then a keyword search of an underlying database was conducted, allowing the respondent to select the best option from a list of possible options returned. An assisted coding system was not used to code industries, but ready industry definitions allowed respondents and interviewers to select an industry classification from among a list of standardized options (for a detailed description of each coder, see section 3.1.1).

Recoding. Ten percent of the major, occupation, and industry codes chosen in the student interviews were randomly selected to be reviewed by expert coding staff for *recoding*.¹⁴ Expert coders assessed the accuracy of codes chosen in the interview based on the text string provided by the respondent to review data and to provide information for improving instrument coders for future

¹⁴ Recoding of institution codes selected in the postsecondary school coders was not done because text strings provided by respondents would presumably have directly matched school name codes chosen. In the major, occupation, and industry coders, text strings provided by respondents and standardized names of codes in the database were often not direct matches.

studies. Across modes of administration and across coders, expert coding staff generally agreed with the codes chosen for text strings in the interview. Overall, expert coders agreed with major, occupation, and industry codes chosen in the interview 92 percent of the time, recoded codes chosen to a new value about 7 percent of the time, and were unable to choose a code based on too vague a text string about 1 percent of the time.

Only the industry coder showed significant differences in recode rates between modes of administration. Expert coders agreed with industry codes chosen by web respondents 72 percent of the time and with those chosen by interviewers 92 percent of the time ($\chi^2 = 7.28, p < .001$). Expert coders recoded industry codes chosen by web respondents 23 percent of the time and recoded those chosen by telephone and field interviewers 7 percent of the time ($\chi^2 = 6.18, p < .001$). Industry text strings provided by web respondents were too vague to code 5 percent of the time, while industry text strings from web and field interviews were too vague to code 1 percent of the time ($\chi^2 = 3.51, p < .001$). Table 21 shows the rate of recoded values—same as original code, recoded to different value, or text string too vague to code—chosen by the expert coders for the major, occupation, and industry codes in the interview.

Table 21. Summary of recoding results, by coder type and administration mode: 2009

Coding system	Percent of recoded values					
	Recoded same as original		Recoded to different value		Text string too vague to code	
	Web	Telephone and field	Web	Telephone and field	Web	Telephone and field
Major	97.9	98.0	1.6	2.0	0.5	#
Occupation	90.2	92.9	9.0	6.9	0.8	0.2
Industry	72.3	91.7	22.7	7.4	4.9	0.9

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Upcoding. In a process known as *upcoding*, project staff chose an appropriate code for any text strings provided by respondents or interviewers for which a code was not selected in the IPEDS, major, occupation, and industry instrument coders. Text strings from web interviews generally required more upcoding than text strings from telephone and field interviews because interviewers received special training on coders. Results of the upcoding process are shown in table 22.

Table 22. Summary of upcoding results, by coding system and administration mode: 2009

Coding system	Percent of text strings upcoded		
	Overall	Web	Telephone and field
IPEDS institutions	3.8	3.9	3.7
Major	2.6	3.4	0.6
Occupation	3.7	5.2	0.9
Industry	1.9	2.9	0.1

NOTE: IPEDS = Integrated Postsecondary Education Data System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

3.5.2 Help Text

Respondents or interviewers were able to click on a help button provided on each BPS:04/09 interview screen for both general instrument and question-specific help. The general instrument help provided answers to FAQs about web browser settings and response types (i.e., how to respond using a check box, dropdown box, or radio button). The question-specific help provided definitions of key terms and phrases used in question wording and response options and also provided any other explanations thought to help clarify and standardize the meaning of questions for respondents.

The number of times that respondents or interviewers clicked the help button on each screen relative to the number of respondents who were administered the question determined the rate of help text access for that screen. The screen-level rate of help text access was analyzed overall and by mode of interview administration to identify screens that may have been problematic for users. For forms administered to at least 50 respondents, the overall mean rate of help text hits per screen was less than 1 percent. Help text was accessed 2 percent of the time during interviews by telephone and field, compared with 1 percent of the time by web respondents ($\chi^2 = 12.49, p < .001$).

The interview question asking respondents for their employer's primary industry (item name MDINDCD) had the highest overall rate of help text access, at 7 percent. The help text for this question was accessed 19 percent of the time by telephone and field interviewers, compared with less than 1 percent of the time by web respondents ($\chi^2 = 29.96, p < .001$). It is worth noting here that interviewers were encouraged as part of their training to refer to the help text on this item when respondents showed hesitation in understanding the term "industry."

Table 23 shows the interview questions with the highest rates of help text access; these were questions administered to at least 50 respondents and for which help text was accessed at a rate of at least 2 percent.

Table 23. Interview questions with highest rates of help text access, by administration mode: 2009

Question name	Description of question	Overall		Web		Telephone and field	
		Number administered to	Percent of help text access	Number administered to	Percent of help text access	Number administered to	Percent of help text access
MCCLTYA	Type of class	800	3.1	450	0.2	350	6.9
MCLNINL	Loan influenced enrollment plans	4,630	2.2	2,610	0.0	2,030	5.1
MCLNTYA	Type of undergraduate loan	8,080	3.0	5,390	0.0	2,690	8.9
MCUGYR	Undergraduate level during most recent term	1,480	2.4	750	0.3	730	4.5
MDCURTYP	Type of employer	7,670	3.2	5,040	0.0	2,630	9.4
MDINDCD	Industry coder	6,700	6.8	4,370	0.1	2,340	19.4
MDNTCAA	Job description	2,480	3.0	1,540	0.0	940	7.9

NOTE: Detail may not sum to totals because of rounding. Table is based on the rates of help text access for interviewer screens administered to a minimum of 50 respondents and in which help text was accessed at an overall rate of at least 2 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

3.5.3 Conversion Text

Eight questions in the interview were considered *critical*; that is, responses to these questions were especially important to the study and high rates of missing data on these questions would

impact the quality of these data. When respondents did not provide an answer to these questions and the *Next* button was clicked on the interview screen, then conversion language (or *conversion text*) appeared above the question to encourage a response. Interviewers were asked to read conversion text to respondents and then to reread the interview question. The conversion text attempted to relay the importance of that particular question to the study and emphasized the confidential nature of responses. Some critical questions also displayed a *don't know* response option for respondents once the conversion text was triggered.

Dividing the total number of responses to the critical questions after the conversion text was displayed by the total number of cases where the conversion text was triggered provided a conversion rate for the questions that was attributed to the conversion text. Overall, conversion text was triggered in the student interview approximately 930 times throughout data collection. Seventy-six percent, or 700, of these cases were converted to a response after the conversion text was displayed. The web interviews accounted for 600 of the 930 cases where conversion text was triggered and 510 of the 700 converted cases. The remaining cases where conversion case was triggered were in telephone and field interviews. The rate of conversion as measured by the triggering of conversion text was 85 percent in web interviews, compared with 59 percent in telephone and field interviews ($\chi^2 = 8.67, p < .001$). There was not a way to measure conversion to a response by telephone and field interviewers before conversion text was triggered.

Conversion text was triggered more than 100 times for three interview questions. *Enrollment through June 2009* (MBDAT01), which asked sample members to provide their months of postsecondary enrollment for the period from July 2006 through June 2009, triggered conversion text in 330 cases and yielded a conversion rate of 72 percent. Web cases were converted at a rate of 86 percent, compared with telephone and field cases, which were converted at a rate of 50 percent ($\chi^2 = 7.24, p < .001$). *Monthly rent or mortgage payment amount* (MEMTGAMT) triggered conversion text in 320 cases, with a conversion rate of 75 percent. Web cases were converted at a rate of 88 percent, compared with telephone and field cases, which were converted at a rate of 44 percent ($\chi^2 = 8.23, p < .001$). *Any undergraduate loans* (MCUGLN) triggered conversion text in 130 cases and produced a conversion rate of 85 percent, with no significant mode difference. Table 24 displays the rates of conversion for all eight items in the interview with conversion text. Conversion rates were examined overall and by mode.

Table 24. Conversion rates for critical items, by mode of administration: 2009

Item	Item description	Number of cases	Number converted	Total percent converted	Percent converted to a valid response	Percent converted to a "don't know"
Total						
MBDAT01	Enrollment through June 2009	330	240	72.4	72.4	†
MCGAPEST	Estimate of GPA	60	50	76.3	67.8	8.5
MCNUMJOB	Number of jobs during last term of enrollment	20	20	94.7	94.7	†
MCUGLN	Any undergraduate loans	130	110	84.9	80.2	4.8
MDJSTAT	Currently employed	20	20	90.0	90.0	†
MECITZN	Citizenship status	10	10	71.4	71.4	†
MECRDUSE	Have credit cards	50	30	69.6	69.6	†
MEMTGAMT	Monthly rent or mortgage payment amount	320	240	74.9	59.6	15.4
Web						
MBDAT01	Enrollment through June 2009	210	180	86.3	86.3	†
MCGAPEST	Estimate of GPA	40	30	78.0	73.2	4.9
MCNUMJOB	Number of jobs during last term of enrollment	10	10	92.9	92.9	†
MCUGLN	Any undergraduate loans	70	60	81.1	78.4	2.7
MDJSTAT	Currently employed	10	10	85.7	85.7	†
MECITZN	Citizenship status	#	#	66.7	66.7	†
MECRDUSE	Have credit cards	30	20	66.7	66.7	†
MEMTGAMT	Monthly rent or mortgage payment amount	220	200	87.9	70.1	17.9
Telephone and field						
MBDAT01	Enrollment through June 2009	130	60	49.6	49.6	†
MCGAPEST	Estimate of GPA	20	10	72.2	55.6	16.7
MCNUMJOB	Number of jobs during last term of enrollment	10	10	100.0	100.0	†
MCUGLN	Any undergraduate loans	50	50	90.4	82.7	7.7
MDJSTAT	Currently employed	10	10	100.0	100.0	†
MECITZN	Citizenship status	#	#	75.0	75.0	†
MECRDUSE	Have credit cards	20	10	75.0	75.0	†
MEMTGAMT	Monthly rent or mortgage payment amount	100	40	44.2	34.7	9.5

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. GPA = grade point average.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

3.5.4 Item Nonresponse

Rate of nonresponse was a data quality measure used to identify troublesome interview items and better understand the experiences of sample members in completing the interview. Total nonresponse rates were calculated for items with missing data (including *don't know* responses) that

were administered to at least 100 respondents. Overall, the item-level nonresponse analysis yielded 19 items, out of 385 interview items, with more than 5 percent missing data.¹⁵

Income questions returned relatively high rates of nonresponse.¹⁶ The item with the highest rate of nonresponse was *spouse's income estimate for 2008* (MEINSRA). Of the 250 respondents who received this item, approximately 43 percent did not provide an estimate of their spouse's income. In addition, there were several postbaccalaureate degree questions and items on coders among those items with nonresponse rates greater than 5 percent. Fifteen percent of respondents did not enter a text string for their job duties in the occupation coder item (MDJBDY), and 21 percent did not enter a text string for their employer's industry in the industry coder item (MDIND).

Item-level nonresponse rates were also examined by mode of administration. There were significant differences between the web mode and interviewer (telephone and field) modes in the nonresponse rates of 15 interview items. Notably, the following income and debt items showed higher rates of nonresponse among telephone and field respondents than among web respondents: *respondent income in 2008* (MEINCOM; $\chi^2 = 6.42, p < .001$); *spouse's income in 2008* (MEINCSP; $\chi^2 = 5.26, p < .001$); *spouse's income estimate for 2008* (MEINSRA; $\chi^2 = 2.12, p < .05$); *balance due on all credit cards* (MECRDBAL; $\chi^2 = 3.41, p < .001$); *spouse's total student loan amount* (MESPAMT; $\chi^2 = 9.28, p < .001$); and *amount of spouse's loans still owed* (MESPOWE; $\chi^2 = 6.90, p < .001$).

In contrast, the following items on coders showed higher rates of nonresponse among web respondents than among telephone and field respondents: *primary major: string* (MCMAJ1; $\chi^2 = 17.84, p < .001$); *secondary major: string* (MCMAJ2; $\chi^2 = 6.26, p < .001$); *job duties* (MDJBDY; $\chi^2 = 20.54, p < .001$); *industry: string* (MDIND; $\chi^2 = 16.27, p < .001$). Table 25 summarizes the item-level nonresponse for items administered to at least 100 respondents with a rate of at least 5 percent missing.

¹⁵ Partial and abbreviated interview completions and missing data for interview nonrespondents were excluded from this analysis.

¹⁶ Results of item nonresponse in this section apply only to BPS:04/09 respondents and are not weighted by the BPS analysis weight. Chapter 6 provides additional details on the item nonresponse, the potential bias due to item nonresponse, and the impact of the item imputation which was used to fill in missing data to reduce item nonresponse bias.

Table 25. Interview items with highest nonresponse rates, by mode of administration: 2009

				Mode of administration					
				Overall		Web		Telephone and field	
				Number administered to	Percent missing	Number administered to	Percent missing	Number administered to	Percent missing
Item	Item description								
Enrollment History									
MBEN803	Intensity of enrollment 2008 at school 3	140	6.6	110	6.3	30	7.7		
MBCRGR02	Currently enrolled in postbaccalaureate program 2	130	7.6	110	6.1	20	16.7		
	Type of postbaccalaureate degree or certificate program 2	170	7.3	150	5.5	20	20.0		
MBDGGR02									
MBTIGR02	Enrollment intensity in postbaccalaureate program 2	170	6.1	150	4.1	20	20.0		
MBMRGR02	Enrolled for any other postbaccalaureate degrees or certificates 2	170	6.1	150	4.8	20	15.0		
Enrollment Characteristics									
MCMAJ1	Primary major: string	9,750	8.6	7,190	11.6	2,560	0.1		
MCMAJ2	Secondary major: string	1,620	6.4	1,180	8.7	450	0.2		
Employment									
MDJBDY	Job duties	7,740	14.7	5,090	20.6	2,650	3.2		
MDIND	Industry: string	6,680	21.3	4,350	27.3	2,330	10.2		
MDJOBYR	Years in same or similar job	7,740	6.6	5,090	7.7	2,650	4.4		
MDJOBMM	Months in same or similar job	7,740	14.4	5,090	15.5	2,650	12.1		
Background									
MEINCOM	Respondent income in 2008	13,600	8.2	9,090	7.1	4,510	10.3		
MEINEST	Respondent income estimate for 2008	1,110	17.7	650	20.1	470	14.4		
MEINCSP	Spouse's income in 2008	3,060	8.1	1,830	6.0	1,230	11.3		
MEINSRA	Spouse's income estimate for 2008	250	43.0	110	35.5	140	48.9		
MECRDBAL	Balance due on all credit cards	4,410	5.0	3,190	4.3	1,220	6.8		
MESPAMT	Spouse's total student loan amount	1,070	9.0	750	3.6	330	21.2		
MESPOWE	Amount of spouse's loans still owed	1,070	6.2	750	2.8	330	13.8		

NOTE: Detail may not sum to totals because of rounding. This table includes only those items that were administered to at least 100 respondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

3.6 Student Interview Conclusions

BPS:04/09 interviews were conducted from February 24, 2009, to October 12, 2009. Of the 18,610 sample members in the BPS:04 cohort, 16,920, or 91 percent, were successfully located. Successful locating methods included batch searches, such as Telematch and CPS, and address update information provided by both sample members and their parents. Overall, about 17 percent of sample members required intensive tracing, and 63 percent of these cases were located. New locating methods attempted during the BPS:04/09 interview included text message reminders and the use of social networking sites. While the use of social networking sites was abandoned as a means to contact sample members, approximately 22 percent of those sample members who received a reminder text message near the end of data collection responded to the interview.

Of the 18,610 sample members in the BPS:04 cohort, 15,160, or 82 percent, completed a full, abbreviated (English or Spanish), or partial interview. About 90 percent of all second follow-up (BPS:04/09) interview respondents completed the full interview. Sixty-four percent of interviews were completed on the Web, 32 percent of interviews were completed by telephone, and 4 percent

were completed in field interviewing. Eighty-seven percent of first follow-up (BPS:04/06) interview respondents completed the second follow-up interview, compared with 61 percent of first follow-up interview nonrespondents. Half of all completed second follow-up interviews and almost three-fourths of web interviews were completed during the early response phase. Sample members who completed the interview during the early response phase received either \$30 (first follow-up interview respondents) or \$50 (first follow-up interview nonrespondents).

On average, the BPS:04/09 interview took 19.6 minutes to complete. Overall, web interviews were significantly shorter at 19.4 minutes than telephone interviews were at 20.2 minutes, but not significantly shorter than field interviews were at 19.6 minutes. The telephone interviews were not significantly longer than the field interviews. Average section completion times were 1.3 minutes for the Front End, 4.1 minutes for Enrollment History, 4.5 minutes for Enrollment Characteristics, 6.1 minutes for Employment, and 4.1 minutes for Background. On average, the BPS:04/09 abbreviated interview took 10.5 minutes.

An evaluation of the quality of the data provided by the BPS:04/09 student interview showed that methodological features built into the instrument as well as training and supervision of interviewing staff aided in the successful administration of the interview. The design of assisted coding systems in the instrument and the training of interviewers on coders appeared successful. Overall, expert coders agreed with major, occupation, and industry codes chosen in the interview 92 percent of the time, recoded codes chosen to a new value about 7 percent of the time, and were unable to choose a code based on too vague a text string about 1 percent of the time. Only 3 percent of text strings provided in the interview lacked a code and required upcoding. The appearance of help text and conversion text in the instrument also appeared to improve question response. Help text was accessed significantly more often during interviews by telephone and field interviewers than by web respondents. It should be noted that interviewers had been encouraged to use help text, as needed, as this feature of the instrument was emphasized during telephone interviewer training. Seventy-six percent of the cases where conversion text was triggered in the interview were converted to a response after the conversion text was displayed. Overall, the item-level nonresponse analysis yielded 19 items out of 385 interview items with more than 5 percent missing data.

Debriefing of tracers and field interviewers at the end of data collection indicated that frequent monitoring of telephone interviewers, a help desk that tracked and resolved difficulties encountered by sample members attempting to complete the web interview, and quality circle training and feedback meetings were useful as data collection QC procedures. Most interviewers indicated that they felt they had all the tools necessary to successfully administer the BPS:04/09 student interview.

Chapter 4.

Transcript Data Collection, Outcomes, and Evaluation

For the first time in the BPS series of studies, postsecondary transcripts were collected for a BPS cohort. As part of BPS:04/09, transcripts from all postsecondary institutions attended between July 1, 2003 and June 30, 2009 were requested for the BPS:04 cohort. To ease burden on participating institutions, the BPS:04/09 transcript collection was combined with the transcript collection for the 2008/09 Baccalaureate and Beyond Longitudinal Study under the 2009 Postsecondary Education Transcript Study (PETS:09). This chapter provides an overview of the BPS:04 portion of the transcript collection and will describe the processes and systems developed for collecting transcripts. It will also report on transcript keying and coding activities and the data and process evaluation procedures introduced to assure data quality.

4.1 Transcript Data Collection and Response Rates

A Transcript Control System (TCS) was designed to manage the transcript and other institution data requested from institutions attended by the BPS:04 cohort. Institution contactors (ICs) served as liaisons to institutions that provided the requested materials through a variety of possible submission methods, including a study website. Transcripts for a total of 16,960 students were received. The details of transcript data collection and response rates are included in this section.

4.1.1 Transcript Control System

The integrated, web-based TCS supported each step of the BPS:04/09 transcript collection, including project management, communications, and tracking. The TCS comprised several transcript management systems: the *Institution Contacting System* was used to store and access data on students and track efforts to obtain their transcripts; the *Data Receipt System* managed data received on sample members, including transcripts and catalogs for the institutions attended; and the *Keying and Coding System* (KCS) facilitated the efficient and secure capture of data from student transcripts. See section 4.2 for a detailed discussion of the development and use of the KCS. Transcript control system data were stored in SQL databases for ready access in reporting, documenting and delivering transcript data.

4.1.2 Training of Institution Contacting Staff

Institution contacting staff consisted of eight ICs and two quality control supervisors (QCS) who were responsible for staff supervision. Prior to the start of transcript data collection, the ICs were trained over a 2-day period on transcript and catalog collection, gaining cooperation, and problem resolution. Training included information on BPS and a review of confidentiality regulations. Activities focused on guidelines for interactions with institution staff, gaining cooperation, collection of catalogs and transcripts, and collection and receipt systems. During the transcript collection period, staff were briefed on their progress, asked questions, and discussed issues at weekly quality circle meetings. The IC training agenda is included in appendix G.

4.1.3 Transcript Collection Procedures

Transcripts were requested from the 3,030 eligible postsecondary institutions attended by the 18,640 BPS:04/09 sample members, including each sample member's base-year, National Postsecondary Student Aid Study (NPSAS) institution, and any additional institutions attended as reported in the first follow-up (BPS:04/06) and second follow-up (BPS:04/09) student interviews or noted on other transcripts collected during the study. In addition, if an institution had copies of transcripts received from any transfer schools attended by the BPS sample member, the transfer transcripts were requested as well.

Transcript data collection comprised two phases. Phase 1 began in November 2008 collecting transcripts requested from each student's NPSAS institution and from any additional institutions students reported attending in the first follow-up (BPS:04/06) student interview. Phase 2 began in October 2009 after completion of the second follow-up (BPS:04/09) student interview. Phase 2 transcripts were requested based on additional enrollment reported in that interview. Additionally, in early 2010, transcript requests were made of any transfer institutions identified on collected transcripts. In the phase 2 requests, institutions were also asked to provide updates for incomplete grades noted on previously collected transcripts.

At the start of the transcript collection, a transcript request packet was sent to the director of the institutional research office at each institution. In the absence of an office of institutional research, packets were sent to the registrar's office. The packet contained notification materials for transcript data collection (appendix H), including the following:

- a letter introducing PETS:09,
- an introductory letter from the National Center for Education Statistics (NCES);
- a letter of endorsement from the American Association of Collegiate Registrars and Admission Officers (AACRAO);
- a list of other endorsing agencies;
- information regarding how to log on to the study's secure website;
- descriptions of and instructions for the various methods of providing transcripts; and
- excerpts from the Family Educational Rights and Privacy Act (FERPA) that illustrated the transcript collection's compliance with the legislation.

Follow-up calls by trained ICs were placed 2 days after the initial mailing to ensure receipt of the packet and to answer any questions about the study. Prompting calls were made and reminder e-mails sent, as needed, from November 2008 through February 2010.

Transcript submission. Institutions were provided the following seven options for submitting transcripts:

1. *File upload to the study website.* Institutions were asked to submit electronic transcript files, preferably in an extensible markup language (XML) or electronic data interchange (EDI) format that conformed to the Postsecondary Electronic Standards Council standard. If the transcript data were not already in one of the two preferred formats, the institution was asked to convert the files before loading, or to prepare files using the file specifications provided on the study website. The transcript files were submitted directly to the secure study website. The latest technology systems were incorporated into the

- transcript website application to ensure strict adherence to NCES confidentiality guidelines. The web server included a Secure Sockets Layer (SSL) encryption certificate and was configured to force encrypted data transmission over the Internet. All of the data entry modules on the site were password protected, and the user was automatically logged out of the system after 20 minutes of inactivity. Just as with all the submission methods, once the transcript files were received, they were immediately moved to a secure project folder accessible only to a subset of project staff.
2. *Submission of electronic transcripts by secure file transfer protocol (FTP) server.* Transcript files could be submitted using an FTP server, which ensured an encrypted control session. As with the file upload, it was preferable for files to be submitted using an XML or EDI format, but files could be submitted in virtually any file layout. After being copied to the secure project folder, the files were immediately deleted from the FTP server.
 3. *Submission of transcripts via eSCRIP-SAFE.* eSCRIP-SAFE is a third-party vendor that receives and electronically converts transcripts to PDF files, then stores them on a secure server. Institutions registered with this service send data by secure internet connection to the eSCRIP-SAFE server, where they can be downloaded only by a designated user. The electronic transcript files downloaded by project staff from eSCRIP-SAFE were saved only to the secure project folder.
 4. *Submission of transcript files as encrypted attachments to e-mail.* Electronic transcript files could be emailed as attachments to the project e-mail account. Guidelines on encryption and creating strong passwords for transcript attachments were provided to the institutions. Encrypted transcript files were moved to the secure project folder and deleted from the e-mail folder immediately.
 5. *Submission of transcript files through a dedicated server at the University of Texas at Austin.* A dedicated server at the University of Texas at Austin, developed to allow transcript exchange among registered institutions, was provided as an option to institutions submitting transcripts to the study. The server supported both XML and EDI formats.
 6. *Submission of transcripts via secure electronic fax.* Transcripts were accepted via secure electronic fax. To safeguard against information being misdirected or intercepted by individuals for whom access was not intended or authorized, RTI protocol only allowed for transcripts to be sent to an e-fax server housed in a secured data center at RTI. The transcript data were stored on the server as electronic (PDF) files. To ensure confidentiality, institutions were asked to send a test fax with nonsensitive data and to use a specific fax cover sheet from the project website that included a confidentiality statement. After being received and copied to the secure project folder, transcript files were deleted from the e-fax server.
 7. *Submission of transcripts via FedEx.* Transcripts were accepted via FedEx when none of the other methods was manageable. To safeguard confidentiality, institution staff were instructed to redact any personally identifiable information from the transcript including student name, address, date of birth, and Social Security Number (if present). Paper transcripts were kept in a locked file cabinet in RTI's secure data receipt facility, to which only a limited number of BPS:04/09 transcript staff had access. After the paper transcripts were scanned and stored electronically, they were shredded.

In addition to transcripts, other information from each institution was needed for keying and coding. Institutions were asked to provide academic calendar and grading system information on the study website. If course catalogs could not be obtained separately through institution websites or through CollegeSource Online, a resource for over 50,000 postsecondary institution catalogs, they were requested from institutions.

Transcripts and course catalogs received were inventoried, assigned unique identifiers, reviewed for any problems with legibility and completeness, and logged each day in the data receipt system. Project staff used daily monitoring reports to review problem transcripts and ICs assisted with resolving transcript problems directly with institutions.

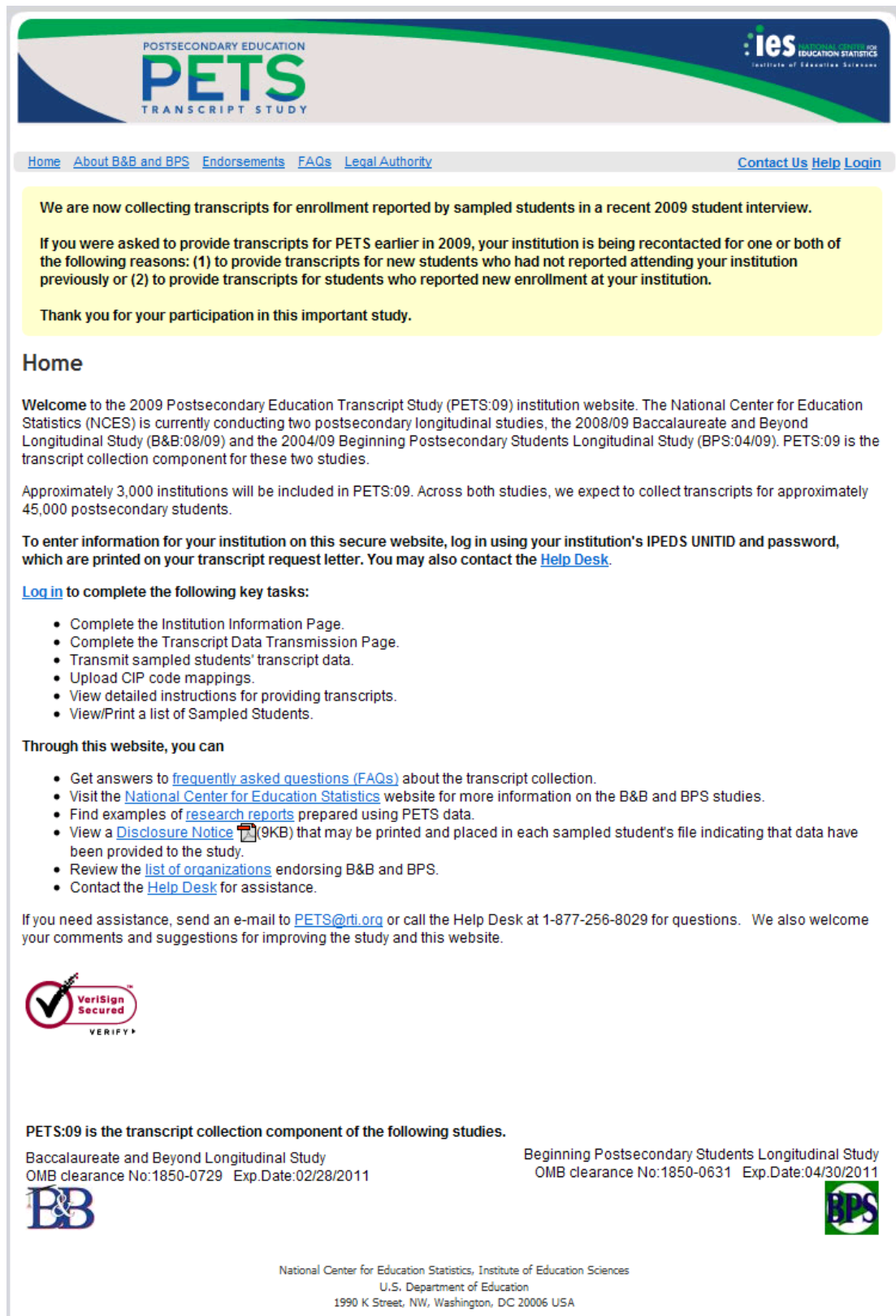
4.1.4 Institution Website

The PETS:09 website (figure 13) was the portal used to collect institution data and transcripts. The website contained information about PETS, including research topics, the transcript collection, how transcript data would be used, answers to frequently asked questions, and confidentiality assurances. Contact information for the transcript data collection help desk and project staff at RTI, as well as links to the main NCES and RTI websites, were also included on the home page. From the secure portion of the website, institutions could view the list of their sampled students, view detailed instructions for providing transcript data, and upload data.

Various systems were incorporated into the website application to ensure strict adherence to NCES confidentiality guidelines, including the following:

- a Secure Sockets Layer (SSL) Certificate ensured secure data transmission over the Internet,
- all data entry modules were password protected,
- users were automatically logged out of the system after 20 minutes of inactivity, and
- files uploaded to the secure website were immediately moved to a secure project folder accessible only to a subset of project staff.

Figure 13. Institution website home page: 2009



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

4.1.5 Transcript Collection Response Rates

Institution-level transcript collection. Table 26 provides institution participation rates by institution type. The institution sample for the transcript collection included 3,100 distinct institutions attended by the BPS:04 cohort. Of the 3,100 institutions, it was determined that 2 percent were ineligible because the institution had closed or because a sample member had enrolled in, but never actually attended the institution. Of the remaining 3,030 institutions, 2,620 (87 percent) provided transcripts for the cohort. Across the institution types represented, participation in the transcript collection ranged from 71 percent at the private for-profit less-than-2-year institutions, to 93 percent at public 4-year doctorate-granting institutions.

Table 26. Eligible institution participation, by institution type: 2009

Institution type	Total eligible institutions	Institution-level participation ¹	
		Number	Percent
Total	3,030	2,620	86.6
Public			
Less-than-2-year	70	50	77.9
2-year	920	810	88.9
4-year non-doctorate-granting	300	270	90.4
4-year doctorate-granting	260	240	93.4
Private nonprofit			
2-year-or-less	90	80	85.9
4-year non-doctorate-granting	510	460	91.3
4-year doctorate granting	240	210	89.0
Private for-profit			
Less-than-2-year	260	180	70.5
2 years or more	390	310	78.4

¹ An institution was considered a participant if it provided a transcript for at least one student. Sixteen of the participating institutions are not represented in the institution type rows due to unknown institution type.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) and 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

As shown in table 27, institutions preferred submitting transcripts via secure fax, with about 69 percent using that method. Common reasons cited by institutions for not participating in PETS included lack of available staff to handle the request for transcripts and the timing of the transcript request.

Table 27. Institution transmission mode for transcript data: 2009

Transmission mode	Institutions	
	Number	Percent
Total	2,620	100.0
Electronic fax	1,800	68.5
Upload to study website	470	17.8
Federal Express	170	6.5
E-mail	120	4.5
Secure FTP	50	1.9
eSCRIP-SAFE™	20	0.6
University of Texas server	#	0.1

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. FTP = file transfer protocol.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) and 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Transcript-level collection. Transcripts were requested for each of the BPS:04 sample members from each of the known institutions they attended. At the transcript level, 25,120 (87 percent) of the requested transcripts were received, keyed, and coded. Additional transcripts were collected but not keyed and coded if they only contained graduate coursework, were illegible, were duplicates of received transcripts, or were transcripts for students learned to be deceased.

During phase 1, transcripts were requested from each student's NPSAS institution as well as from any additional institutions students reported attending in the first follow-up (BPS:04/06) student interview. Eighty-eight percent of the phase 1 transcripts were received. During phase 2, transcripts were requested based on additional enrollment reported in the second follow-up (BPS:04/09) interview as well as any transfer institutions identified on collected transcripts. Eighty-five percent of the phase 2 transcripts were received. In the phase 2 requests, institution staff members were also asked to provide updates to incomplete grades noted on previously-collected transcripts. In total, 575 courses with incomplete grades were identified and 173 courses (30 percent) were replaced with an updated grade.

Student-level transcript collection. At the student level, a transcript was received from at least one institution for 16,960 sample members (92 percent), and a transcript was received from the sample member's NPSAS institution, the first postsecondary institution attended, for 16,540 sample members (89 percent). A transcript was received from each institution attended for 16,110 sample members (87 percent). Table 28 shows the transcript collection results at the student level.

Table 28. Student-level transcript collection results: 2009

Student sample	Number	Percent
Total	18,640	100.0
Transcript respondents ¹	16,960	91.5
NPSAS transcript received	16,540	89.2
All student's transcripts received	16,110	86.9
Transcript nonrespondents	1,580	8.5

¹ A student was considered a transcript respondent if we received a transcript from one or more institutions.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) and 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

4.2 Transcript Keying and Coding

Keying and coding of transcripts was completed using a data entry application. Several quality control activities evaluated the various types of data collected (e.g. courses, major/field of study). This section will describe keying and coding procedures as well as outcomes.

4.2.1 Transcript Keying and Coding Procedures

Transcript keying and coding was performed by a team of specially trained, data entry (keyer/coder) staff using a web-based data entry application. Work was evaluated using several quality control activities designed for various types of data collected (e.g., courses, major/field of study). The keying and coding sections (figure 14) collected the following transcript information (for a full list of keyed and coded transcript data elements, see appendix I):

- *Case information.* Preliminary transcript information including student name, address, and high school graduation date.
- *Schools and terms.* Names of the transcript school and any transfer institutions reported on the transcript, terms attended at these schools, and attempted and accepted transfer credits.
- *Academics.* Academic honors awarded (e.g., Dean's or President's List) and any probations, by term.
- *Tests.* Institution exams (e.g., competency and placement exams) or externally administered exams (e.g., SAT and GRE), and related scores.
- *Degrees and majors.* Degree programs attempted or earned, such as a bachelor's or associate's degree, degree receipt dates, and honors awarded at graduation such as *cum laude*. The specific majors or fields of study for each degree were coded in this section.
- *Courses.* Key data on courses listed on transcripts, including the terms in which the courses were taken, course numbers and names, and grades and credit or clock hours earned. In this section, each course was also coded for standardization.

Figure 14. Keying and coding system sections: 2009

<i>Case information</i>	<i>Schools and terms</i>
Student name	School name, city, state
Address	Attendance dates by term
High school graduation date	Transfer credits attempted and accepted
<i>Academics</i>	<i>Tests</i>
Honors	Exam type
Probations	Date taken
<i>Degrees and majors</i>	<i>Courses</i>
Program (e.g., BA, AA)	Course number
Degree name	Course name
Date received	Course code
Graduation honors	Course credits
Major 1, 2; Minor 1, 2; Concentration	Grade

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

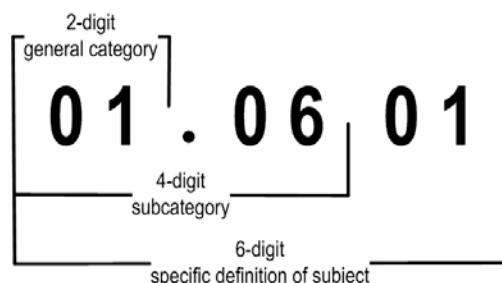
To help to ensure the quality of data keyed and coded, specific features were incorporated into the KCS. For example, the KCS provided links to institution course catalogs for easy reference; limited ranges and the types of characters input for fields such as dates and exam scores; and required that postsecondary institutions, majors, and courses be coded using specially designed coders.

KCS coding systems. The school and major or field of study coders incorporated into the KCS were assisted coders identical to those used in the BPS:04/09 student interview instrument. The school coder used the set of institutions contained in the Integrated Postsecondary Education Data System (IPEDS), developed by the National Center for Education Statistics (NCES) (<http://nces.ed.gov/IPEDS/>). The major or field of study coder was based on the 2010 Classification of Instructional Programs (CIP) taxonomy developed by NCES (<http://nces.ed.gov/ipeds/cipcode>). CIP codes not associated with postsecondary majors or fields of study were removed from the coder, including those for basic skills and developmental education, citizenship activities, health-related knowledge and skills, interpersonal and social skills, leisure and recreational activities, personal awareness and self-improvement, and high school/secondary diplomas and certificates.

The KCS course coder was similar to the KCS school and major or field of study coders, with the addition of certain search features. When a text string with the course title was entered, a keyword search based on the course title was conducted on the underlying database allowing the keyer/coder staff person to select the best option from a list of possible course options returned. If the course title did not adequately capture the description of the course in the institution catalog, keyer/coders could search the course coder database using keywords found in the course description in the institution course catalog, or they could do searches by broad categories and by database codes. The KCS also included a feature for entering problem sheets for particular schools or transcripts. Problem sheets were categorized and routed to supervising staff for resolution.

Development of the PETS course coder. The underlying database for the course coder in the KCS included 2,119 course codes and code definitions. Course codes were developed by integrating selected courses from the College Course Map (CCM) (Adelman, C. 2004) into the 2010 CIP taxonomy from NCES. PETS codes were represented by six digits in keeping with the CIP taxonomy: the first 2-digits indicated the most general category; the first 4-digits narrowed the focus to a subcategory; and the complete 6-digit code provided the most specific definition of the subject. Figure 15 provides a visual representation of the structure of the codes.

Figure 15. CIP code diagram: 2009



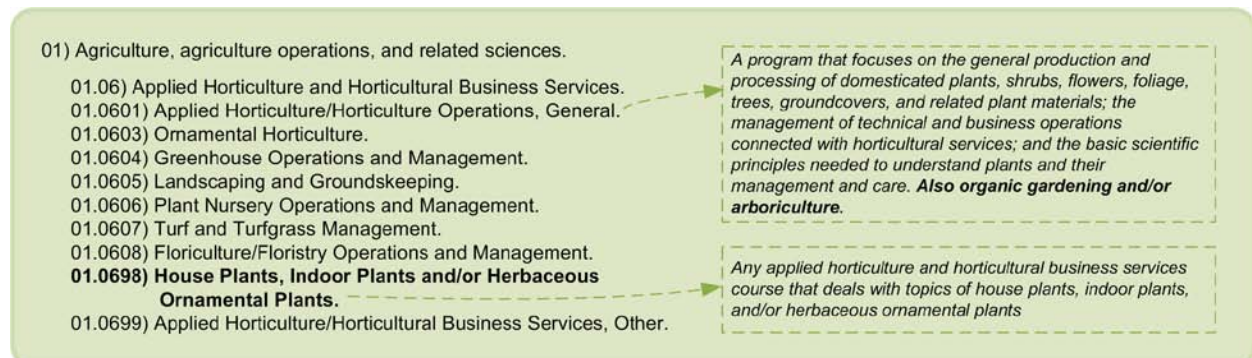
NOTE: CIP = Classification of Instructional Programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Course codes in the CCM taxonomy, which used the same 6-digit structure as the then-current CIP, were developed through extensive transcript analysis and with input from expert advisors, including postsecondary faculty familiar with the fields of study. To create a comprehensive course coder for PETS:09, content from the CCM was incorporated into the 2010 CIP in two ways: (1) course codes found in the CCM without equivalents in the CIP were added as new codes, and (2) CCM codes with equivalent CIP codes were reviewed and, when additional details or examples were found, they were added to the CIP definitions. The first method resulted in the addition of 352 unique CCM course codes to the KCS course coder. These additions were placed alongside related topics in the 2-digit category and 4-digit subcategory structure common to both the CCM and CIP taxonomies. To make these additions easily identifiable, the last 2 digits in their codes used a unique numbering scheme, starting with 98 and descending as needed. An example can be seen in code 01.0698 in figure 16.

The second method for integrating the CCM and the 2010 CIP resulted in adding content to the definitions of 316 CIP codes. The additional text increased the likelihood of identifying appropriate course codes using the keyword searchable KCS course coder. In instances where a CIP code was elaborated, the CCM content was placed at the end of the CIP definition. Finally, in addition to content from the CCM, 47 *general* and *other* codes were added to the KCS course coder using KCS course coder fifth and sixth digit values of “00” for *general* and “99” for *other*, when these codes were not already present in the CIP. Figure 16 illustrates a representative set of codes in the KCS course coder.

Figure 16. Course codes layout in the KCS coders: 2009



NOTE: Bold text represents content and codes added from the College Course Map taxonomy (CCM). KCS = keying and coding system.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Transcript courses were originally coded using the available draft of the 2010 CIP. The database for the course coder in the KCS was updated when the final version of the 2010 CIP was released in July 2009. Compared to the draft version, the final 2010 CIP included 80 new codes, 21 codes with different code numbers, and two codes that were deleted from the draft. For the 80 new codes in the final 2010 CIP, courses on transcripts previously coded with similar codes from the draft 2010 CIP were reviewed by keyer/coder staff to determine if they fit better into the new CIP codes. There were 17,778 courses previously coded with draft 2010 CIP codes that were updated to the final 2010 CIP codes. There were just three courses previously coded with deleted CIP codes from the draft 2010 CIP which, when reviewed, were assigned to similar, related codes in the final version of the 2010 CIP.

4.2.2 Training of Transcript Keyer/Coder Staff

Over the course of three separate 5-day trainings, beginning in January 2009, 71 keyer/coder staff were trained to use the KCS. Keyer/coders were supervised by five QCS who were responsible for administrative and management issues, as well as quality review of keyed and coded transcripts and keying and coding, as needed.

Each training session began with background on BPS, review of confidentiality regulations, fingerprinting, and signing of notarized affidavits. These activities were followed by an overview and discussion of the different types of transcript formats and key data elements to be located and entered into the KCS. Presentations on keying and coding fundamentals were followed by problem-solving exercises and practice sessions. The fifth day of training consisted primarily of supervised keying and coding practice using actual transcripts, followed by a practicum exam on which all trainees were required to obtain 90 percent or better proficiency for certification. The training agenda for transcript data collection is included in appendix G.

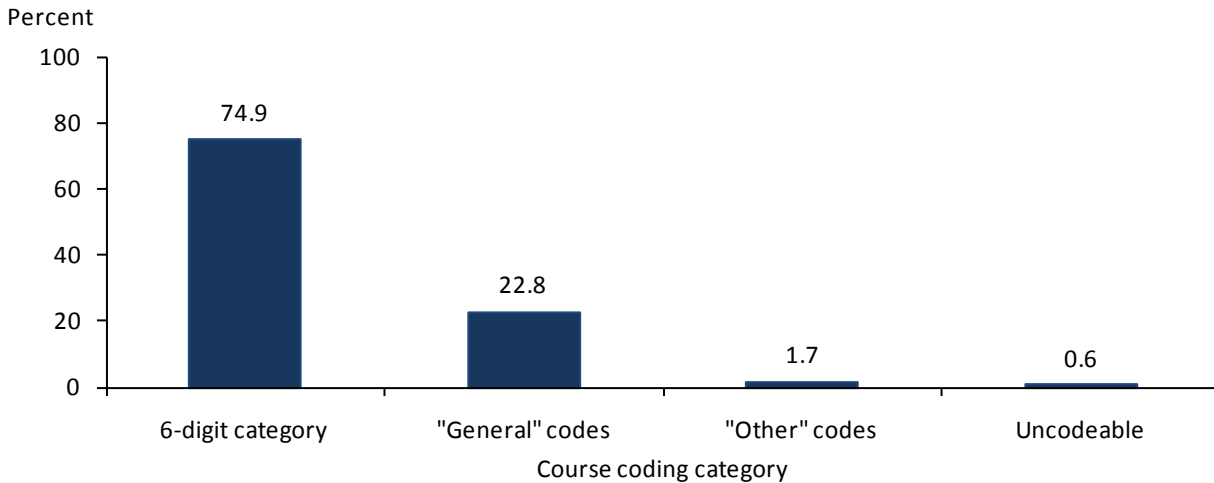
In conjunction with the above trainings and because of the wide variation in transcript layouts and information provided by the institutions, quality circle meetings were held weekly for the first 8 months of keying/coding. During the meetings, QCS and a group of keyer/coders were briefed on production and performance measures and were invited to ask questions or raise concerns. Topics discussed ranged from the use of specific CIP codes, to keying of the more problematic data elements. As the project progressed, the frequency of the quality circle meetings was adjusted to biweekly.

Often as a result of feedback during quality circle meetings, additional, narrowly focused trainings were held as needed for specific topics, such as entering multiple transcripts for sample members, coding of electronic transcripts, and the use of problem sheets to record issues or questions with transcripts.

4.2.3 Transcript Keying and Coding Outcomes

Keying and coding was performed on 25,120 transcripts for 16,960 students. These transcripts included a total of 583,380 courses, 36,680 terms, and 24,230 degrees. Of the 583,380 courses coded, 75 percent were coded with a specific 6-digit code that was neither a *general* nor an *other* code. *General* codes were selected for 23 percent of the courses coded and were typically chosen for the many introductory level courses, while *other* codes were selected for 2 percent of the courses when no more specific code matches in the KCS course coder were found for a course on a transcript. *Uncodeable* courses accounted for 1 percent of all courses, often due to unclear course titles or inadequate information on course content. The results of course coding are shown in figure 17.

Figure 17. Course coding results: 2009

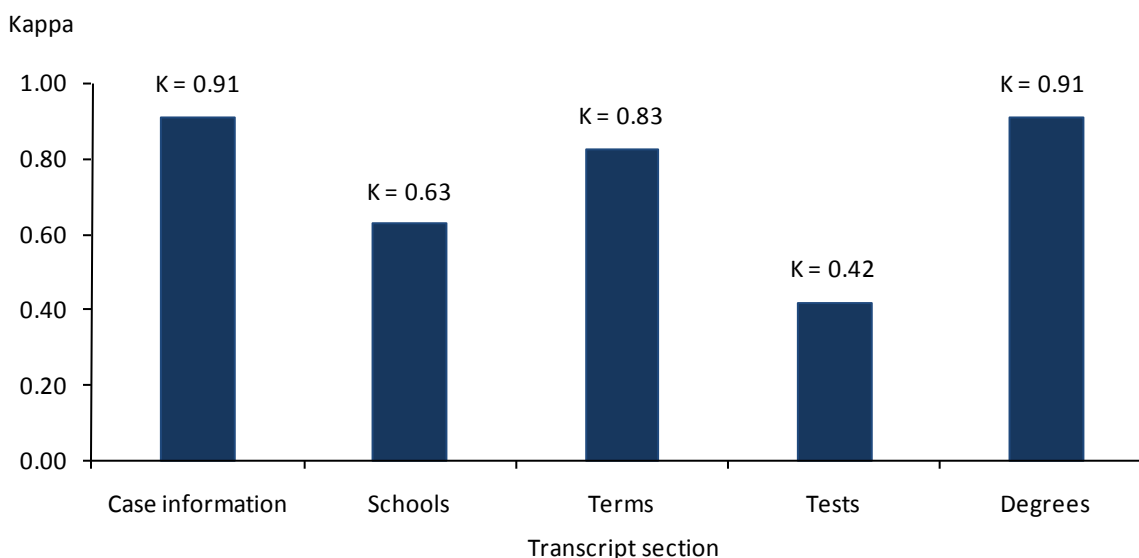


Source: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

4.2.4 Evaluation of Transcript Keying and Coding

Multiple evaluation steps were taken to ensure the quality of transcript data entered into the KCS. These evaluation activities included rekeying a sample of data elements, expert coding a sample of course and major/field of study coding, and upcoding of text strings for institutions or other transcript data elements that could not be coded initially.

Rekeying. To evaluate the reliability of transcript data keyed into the KCS, approximately 10 percent (2,670) of the transcripts were randomly selected to be rekeyed. A subset of transcript data elements were rekeyed by quality control supervisors, which took approximately 10 to 15 minutes per transcript, depending on the number of the selected data elements found on the transcript (e.g. the number of terms attended). Figure 18 shows agreement rates for the rekeying activity, organized by keying and coding section. For both rekeying and recoding activities, the Cohen's Kappa statistic was used to assess inter-rater reliability between the original coder and quality control supervisors, or expert coders. Cohen's Kappa measures the proportion of agreement between raters, above what would be expected by chance. A kappa score of 0.81-1.00 is considered "near perfect agreement," 0.61-0.80 is "substantial agreement," and 0.41-0.60 is "moderate agreement." All of the rekeyed items had at least moderate agreement, with case information, terms, and degrees all within the range of near perfect agreement.

Figure 18. Rekey kappa values, by transcript section: 2009

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Data collected in the test section of the KCS (exam name, date taken, and score), however, had a noticeably lower value for kappa (0.42) than other data elements. Further investigation into test data on transcripts revealed that of the 2,620 schools that provided transcripts, only 23 schools included Advanced Placement tests with scores on their transcripts. Instead, tests, particularly exams for which course credit is awarded, are often included on transcripts in a format more similar to courses (e.g. “AP biology, 3.0 credits”). Due to the low interrater reliability score and frequency with which test data was found on transcripts, this category of data was determined to be unreliable and will not be included in BPS data file because its presence on postsecondary transcripts was determined to be unreliable.

Expert coding. Expert coding was performed on 47,428 courses, both to evaluate the reliability of coded data and to create feedback opportunities to improve data quality. Expert coding used more experienced (expert) staff, all of whom held at least a bachelor’s degree, to recode a subsample of coded courses and to provide feedback to keyer/coders on course code selection. Expert coding was performed from the beginning of the keying and coding process and continued until its conclusion so that keyer/coder staff could receive feedback on their performance and additional training needs could be addressed properly.

Initially, the expert coding process included two steps. In expert coding 1 (EC1), expert coder staff reviewed course information and selected a code, which was then compared to the keyer/coder’s choice. In cases where the keyer/coder and expert coder selections did not match, expert coding 2 (EC2) was performed to assess the reliability of EC1. EC2, in addition to being performed on all cases where EC1 and keyer/coder choices did not match, was also performed on a 15 percent random sample of codes where the EC1 and keyer/coder agreed.

EC2 was performed as a review of the quality of the EC1 staff and included review of course information and deciding upon the EC1 choice, the keyer/coder choice, or an entirely different code—to avoid potential bias, the EC2 could not identify which selection was made by the EC1 or keyer/coder. EC2 review of keyer/coder EC1 disagreements added reliability to the EC1 code

selections upon which keyer/coder feedback was developed. EC2 was performed by the same project staff responsible for keyer/coder training and course code development.

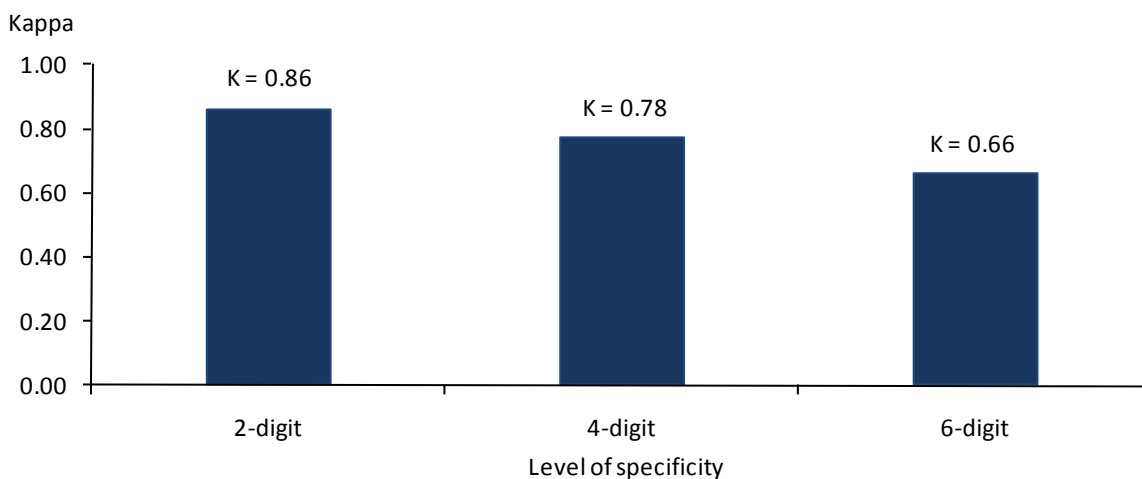
Based upon a sample of 1,330 disagreements between keyer/coder and EC1, EC2 agreed with EC1 in 58 percent of the cases, with the keyer/coder in 33 percent of the cases, and selected a different code (neither the EC1 nor the keyer/coder's choice) in 9 percent of the cases. The EC2 staff agreed with expert coder choices significantly more than the keyer/coder choices: $\chi^2(1, N = 1,330) = 90.04, p < 0.01$.

As with keying and coding, expert coding was performed in batches by school. Courses were not expert coded until all of a school's transcripts had been keyed and coded. For both EC1 and EC2, expert coders reviewed course number and name and had access to course catalogs to make coding decisions.

For the purpose of reviewing keyer/coder work and providing feedback, expert coding was performed on both random and cluster samples of courses. EC1 was performed on a random 10 percent sample of all courses from each school. For schools with fewer than 10 total courses, all courses were expert coded. Cluster sampling was used to select courses coded with *other* codes (e.g. 26.0299, biochemistry, biophysics and molecular biology, other). Courses coded as *needs review* or *uncodeable* were also reviewed in expert coding.

Interrater reliability for course coding was assessed using 5,000 courses randomly selected for calculating agreement statistics. Cohen's Kappa statistic was used to assess interrater reliability between the original coder and expert coders. Expert coding results are shown in figure 19. Agreement rates are shown at three levels of specificity: 2-digit, 4-digit, and 6-digit. At the 2-digit level, the kappa statistic indicates near-perfect agreement between keyer/coder and expert coder. At both the 4- and 6-digit levels, the kappa statistic indicates substantial agreement.

Figure 19. Expert coding results, kappa by level of specificity: 2009



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

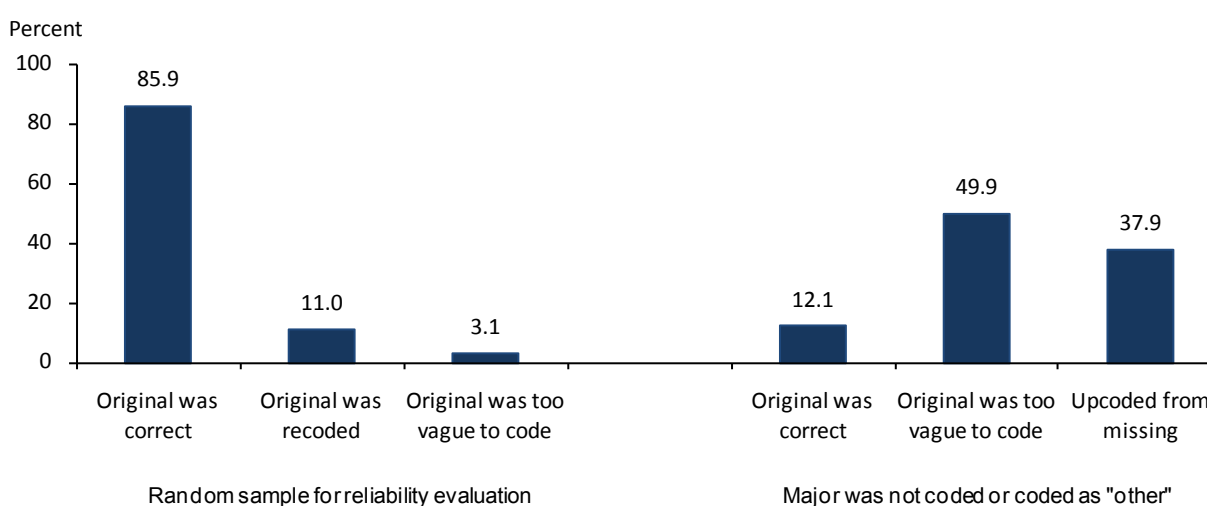
Review of “other” courses. For the first six months of keying, courses coded using the “other” category in the PETS:09 coder were reviewed by expert coders with the goal of minimizing the use of the category. Keyer/coder training emphasized that “other” codes should be reserved for courses that fit within a 4-digit subject area but for which more specific 6-digit codes in that series

were not appropriate. “Other” was not intended for coding problematic courses or those for which additional analysis would result in a more accurate code. Expert coders provided direct feedback to keyer/coders on cases for which there were more appropriate coding choices.

In addition to the expert coding performed, “other” codes were also reviewed to determine if additional codes should be added to the PETS coder. The PETS course taxonomy included 231 courses with an “other” designation, such as 31.0599, “Health and Physical Education/Fitness, Other,” or 23.9999, “English Language and Literature/Letters, Other.” A review of the courses coded as “other” was undertaken to determine if there were common subjects within the codes that would merit introduction of new codes. The median number of uses of “other” for all course codes was 132. This median was used as the threshold for adding a new code: if 132 instances of the same subject could be identified within the courses coded using the “other” code, a new code would be added. However, a review of “other” codes did not identify any subjects that met this threshold, so no new codes were added.

Upcoding and reliability recoding for major/field of study. In a process known as *upcoding*, text strings for 783 entries for field of study that were not coded by keyer/coders were later reviewed by project staff to determine if an appropriate code could be identified. For the uncoded majors, project staff was able to identify a major code in 38 percent of the cases. In 50 percent of the uncoded cases, data on the transcripts were too vague to identify an appropriate code and, in 12 percent of cases, the original code selection of “other” was correct. In addition to this upcoding activity, a random sample of 3,932 coded majors was *recoded* as needed as a key-rekey step to evaluate the reliability of the field of study data. For these cases, the coder and recoder agreed in 86 percent of the cases. The results are shown in figure 20.

Figure 20. Major/field of study upcoding: 2009



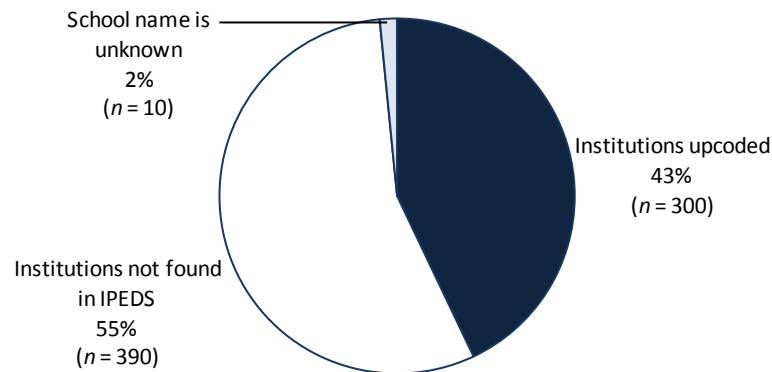
NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09)

Upcoding for institutions and variables with “other, specify” options. Uncoded text strings for institutions were *upcoded* through a review by project staff to determine if an appropriate code could be identified. This task was performed on 701 cases by staff with greater familiarity with postsecondary institutions and with additional resources for researching school names and locations. The results of this institution upcoding are shown in figure 21. In 55 percent of the cases, the

institution could not be identified in the Integrated Postsecondary Education Data System (IPEDS), and thus remained uncodeable. Analysts were able to code 43 percent of the previously uncodeable institutions while, for 2 percent of cases, the school name could not be identified at all.

Figure 21. Institution IPEDS upcoding: 2009



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

Source: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09)

In addition to institutions, transcript data elements with “other, specify” options included:

- non-course credits awarded (e.g. course credit for Advanced Placement tests),
- tests (e.g., SAT),
- academic honors (e.g., Dean’s List),
- academic probations (e.g., academic probation),
- degree programs (e.g., associate’s),
- grades (e.g., R),
- bachelor’s degree types (e.g., Bachelor of Education), and
- graduation honors (e.g., with distinction).

All items coded as “other, specify” were reviewed by analysts to determine if the text strings could fit into existing choices or if there were common strings that merited addition of a new choice. For example, Bachelors of Education was not included in a drop-down menu for bachelor type, therefore it was entered as a text string under “Other, specify.” When the value appeared repeatedly as a text string, it was assigned as a category and upcoded accordingly. Table 29 shows the results of “other, specify” upcoding. The total number of cases is shown for each data element along with the number and percent that were upcoded.

Table 29. Upcoding of "other, specify" data: 2009

Data elements with "other, specify" option	Number of "other, specify" cases	Number upcoded	Percent upcoded
Non-course credit awarded	3,370	2,520	74.6
Tests	3,840	1,590	41.5
Term honors	22,350	14,810	66.3
Term probations	7,250	6,670	92.0
Degree program	170	40	22.4
Grade	32,630	18,610	57.1
Bachelor's degree	430	310	71.8
Degree honors	270	170	61.9

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Keyer/coder staff debriefing. Near the conclusion of keying and coding, a debriefing focus group was held with 7 keyer/coders who had collectively keyed and coded more than 10,000 transcripts. Two participants had also performed duties as QCS. Focus group participants agreed that the keyer/coder training had been helpful and prepared them for the task. They also found quality circle notes and meetings to be useful. The keying and coding system facilitated entry of transcript data, although some data elements in the system were not commonly found on transcripts, such as “transfer credits for GPA” and “state basic skills tests.”

Regarding course coding, focus group participants found the search features of the KCS to be useful, but certain course subjects were difficult to code, such as engineering and computer courses, as well as some education courses, when it was difficult to discern whether the course was about learning the topic itself or learning about how to teach the topic. Finally, focus group participants indicated that identifying remedial courses was sometimes difficult, for instance when the course description sounded like it could be remedial but without stating so explicitly. In such cases, keyer/coders were sometimes able to confirm a course was remedial by noting a grade greater than an F with no credits awarded.

4.3 Timing of Transcript Keying and Coding

Transcript keying and coding was conducted from January 19, 2009, to June 11, 2010. On average each transcript took 51 minutes to key and code. The time to complete keying and coding varied by institution sector, ranging from a 39 minute average for transcripts from both public 2-year institutions and private, for-profit 2 years or more institutions, to 77 minutes for transcripts from private, nonprofit, 4-year doctorate granting institutions (table 30).

Table 30. Average minutes per transcript, by institution control and level: 2009

Institution control and level	Number of transcripts ¹	Average minutes/transcript
Total	8,050	51.38
Public		
Less than 2-year	190	39.74
2-year ²	2,940	38.77
4-year non-doctorate granting	700	53.52
4-year doctorate granting	1,200	63.96
Private nonprofit		
2-year or less	230	45.00
4-year non-doctorate granting	910	70.63
4-year doctorate granting	680	76.88
Private for-profit		
Less than 2-year	630	45.88
2 years or more ²	590	38.86

¹ Only transcripts completed in less than 4 hours were used in calculation of average minutes/transcript.

² Institution offered a 4-year degree during the sample member's enrollment.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

4.4 Transcript Data Collection Conclusions

A transcript collection was conducted for BPS:04/09 as part of PETS:09. Institution contactor staff were trained to facilitate the data collection process, using a transcript control system to aid institution representatives in the submission of transcripts. A PETS:09 website was also developed to aid institutions in the submission of transcripts, providing instructions for several secure electronic transmission methods, fax, and Federal Express.

Transcript keying and coding was performed using a specially designed keying and coding system that was divided into sections for the entry of data for case information, schools and terms, academics, tests, degrees and majors, and courses. A post-data collection debriefing of keyer/coder staff indicated the system was effective for transcript data entry. The PETS coder, created by merging 2010 CIP and 2003 CCM, provided a detailed code taxonomy for the coding of courses by subject.

The 5-day keyer/coder training and ongoing feedback offered through quality circle meetings prepared staff to reliably perform keying and coding tasks. All staff passed the proficiency test at the conclusion of training, and the results of the keying and course coding interrater reliability assessments indicate substantial agreement between keyer/coders and expert coders. Recoding of the random sample of major/field of study data further supported the reliability of the data.

Upcoding was performed on all uncoded institutions and additional data elements where “other, specify” options were available, such as non-course credit awarded, tests, honors, probations, and degree programs. Upcoding added greater detail to data collected. Courses coded with “other” codes were reviewed for common subjects, but none were found in great enough numbers to add new course codes.

Chapter 5.

Post-Data Collection Data File Processing Activities

The data files for the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) contain student-level data collected from administrative databases, student interviews, and transcripts. These data are available to users in two ways. A set of restricted research files fully documented through an electronic codebook (ECB) are available to restricted data licensees from the National Center for Education Statistics (NCES). Tables and regression analyses can be run by any user through NCES's online application PowerStats, which also contains variable documentation. This chapter describes each file and details the editing and documentation processes applied to each.

5.1 Administrative Record Matching

In addition to the student interview, data collection for BPS:04/09 included record matching to the Central Processing System (CPS), the National Student Loan Data System (NSLDS), and the National Student Clearinghouse (NSC) StudentTracker database. This section provides a discussion of the observed match rates for these three databases.

5.1.1 Central Processing System

The CPS contains data provided to the U.S. Department of Education by students and their families when they complete the Free Application for Federal Student Aid (FAFSA). Successful record matching to CPS can occur only for sample members who were federal student financial aid applicants for the years requested. Matching for BPS:04/09 was to CPS data for the 2007–08, 2008–09, and 2009–10 financial aid years, using a sample member's Social Security number (SSN) concatenated with the first two letters of the last name as the *CPS ID*. The percentage of sample members who matched to CPS for the 2007–08 academic year was about 28 percent. For 2008–09 and 2009–10, the rates were approximately 20 percent and 18 percent, respectively. As expected, match rates have declined through the years as fewer members of the BPS:04 cohort continue to be enrolled in postsecondary education and apply for federal aid. Table 31 provides the CPS matching results.

Table 31. Central Processing System matching results, by academic year: 2007–10

CPS matching results	Academic year					
	2007–08		2008–09		2009–10	
	Number	Percent	Number	Percent	Number	Percent
Total	18,640	100.0	18,640	100.0	18,640	100.0
Matched	5,120	27.5	3,700	19.9	3,270	17.5
Did not match	13,530	72.5	14,940	80.1	15,380	82.5

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

5.1.2 National Student Loan Data System

The second major database for records matching in BPS:04/09 was the NSLDS. NSLDS matching was performed by the NSLDS contractor at the request of the U.S. Department of Education, using names, SSNs and dates of birth provided by RTI. Successful matching to NSLDS could occur only for sample members who had been awarded federal loans, Pell Grants, National Science and Mathematics Access to Retain Talent (SMART) Grants, or Academic Competitiveness Grants (ACGs). NSLDS files are historical, so information about a student's receipt of such loans and grants was available not only for the current academic year but also for any prior years. Consequently, match rates reported for the BPS:04/09 sample members do not necessarily reflect only the 2008–09 academic year. The federal loan match rate was about 60 percent, and the match rate for Pell Grants was about 48 percent. The number of sample members matching to the data system for ACGs or SMART Grants was less than 1 percent. This is not surprising, given that these grants are relatively new and are only available to undergraduate students. Table 32 summarizes the match rates observed for the BPS:04/09 sample members.

Table 32. National Student Load Data System matching results, by loan and grant type: 2009

NSLDS matching results	Federal loan		Pell Grant		ACG or SMART Grant	
	Number	Percent	Number	Percent	Number	Percent
Total	18,640	100.0	18,640	100.0	18,640	100.0
Matched	11,120	59.6	8,930	47.9	130	0.7
Did not match	7,520	40.4	9,720	52.1	18,510	99.3

NOTE: Detail may not sum to totals because of rounding. ACG = Academic Competitiveness Grant.

NSLDS = National Student Load Data System. SMART = Science and Mathematics Access to Retain Talent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) and 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

5.1.3 National Student Clearinghouse

In addition to the CPS and NSLDS file matching, the BPS:04/09 sample was matched to the NSC StudentTracker database, which provides information on postsecondary enrollment, degree, and certificate records on behalf of participating postsecondary institutions. In order to perform the match, RTI supplied SSNs, names, and dates of birth for sample members to the NSC. Overall, a record match for a student's enrollment at any NSC-participating institution was obtained for about 58 percent of the BPS:04/09 sample. Match results in table 33 are based on enrollment and degree records from all participating institutions for the 2006–07 academic year through the 2008–09 academic year.

Table 33. National Student Clearinghouse StudentTracker matching results: 2009

NSC matching results	Number	Percent
Total	18,640	100.0
Matched	10,820	58.0
Did not match	7,830	42.0

NOTE: Detail may not sum to totals because of rounding. NSC = National Student Clearinghouse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

5.2 BPS:04/09 Main Study Data Files

The primary analysis file, from which PowerStats was constructed, contains data for 16,680 study respondents. A BPS:04/09 study respondent was defined as any sample member who was determined to be eligible for the study, was still alive at the time of the BPS:04/09 data collection, and had the requisite valid data from any source to allow construction of his or her enrollment history.

The first data release was adjudicated and approved for public release in December, 2010. The primary analysis file contains over 1,500 variables, developed from multiple sources. Throughout the data collection period, data were processed and examined for quality control (QC) purposes. Editing of student data began shortly after the start of web data collection, when procedures and programs for this purpose were first developed. Anomalous values were investigated and resolved, where appropriate, through the use of data corrections and logical recodes. Interim files were delivered to NCES for review throughout the data collection period.

The restricted-use BPS:04/09 ECB contains the following files, each linked by the student's study ID¹⁷:

- *BPS:04/09 analysis file.* Contains analytic variables derived from all BPS data sources and selected direct student interview variables.
- *BPS:04/09 student data file.* Contains student interview data collected from 16,680 study respondents, which includes 15,160 interview respondents. Topics include enrollment history, enrollment characteristics, employment, and background.
- *BPS:04/09 institution analysis file.* Contains student-level analytic variables derived from the BPS:04/09 institution data file.
- *BPS:04/09 institution data file.* Contains institution and degree data obtained from the BPS:04/09 student interview for all study respondents. It is a student-level file; however, a student can have more than one record in the file. There is a separate record for each degree obtained from each postsecondary institution that the student attended between July 2006 and June 2009 (the maximum number of reported institutions for any one respondent was four).
- *BPS:04/09 coding data file.* Contains major or field of study, industry, and occupation strings collected in the BPS student interview and the associated codes.
- *CPS data files.* Contains data received from the CPS for the eligible sample members who matched to the financial aid application files.

2003–04: file contains about 13,780 sample members matched

2004–05: file contains about 10,680 sample members matched

2005–06: file contains about 8,130 sample members matched

2006–07: file contains about 7,160 sample members matched

2007–08: file contains about 5,120 sample members matched

¹⁷The restricted files are available to researchers who have applied for and received authorization from NCES to access the restricted ECB. Researchers may obtain authorization by contacting the NCES Data Security Office.

2008–09: file contains about 3,700 sample members matched

2009–10: file contains about 3,270 sample members matched

- *NSLDS loan data file.* Contains raw loan-level data received from the NSLDS for the 11,120 sample members who were awarded loans from 2003–04 through 2008–09. This is a history file with separate records for each transaction in the loan files; therefore, there can be multiple records per case spanning several academic years.
- *Pell Grant data file.* Contains raw grant-level data received from the NSLDS for the 8,930 sample members who were awarded Pell Grants from 2003–04 through 2008–09. This is a history file with separate records for each transaction in the Pell system; therefore, there can be multiple records per case.
- *ACG/SMART data file.* Contains raw grant-level data received from the NSLDS for the 130 sample members who were awarded ACGs or SMART Grants from 2003–04 through 2008–09. This is a history file with separate records for each transaction in the database; therefore, there can be multiple records per case.
- *ACT data file.* Contains data received from ACT for the 5,940 sample members who matched to the 1997–98 through 2002–03 ACT files.
- *2004 National Postsecondary Student Aid Study (NPSAS:04) file.* Contains the base-year data included in the NPSAS:04 ECB.
- *BPS:04/06 file.* Contains all first follow-up data included in the BPS:04/06 ECB.
- *BPS:04/09 weights file.* Contains all of the analysis weights created for BPS:04/09. There is a separate record for each study respondent.¹⁸

5.3 Transcript Data Files

The data files for the BPS:04/09 transcript component contain the data included on each transcript that was entered via the KCS, as well as almost 500 composite variables derived from that data. Many of the student-level derived variables are available through PowerStats.¹⁹ The following files were produced for the BPS:04/09 Transcript ECB, which contains the 17,000 transcript component respondents:

- *Transcript analysis file.* Contains over 350 student-level analytic variables derived from transcript data, and selected direct transcript variables.
- *Transcript data file.* Contains data, such as cumulative transcript totals and high school graduation date, from each transcript. Since there is a record for each transcript received, this file may contain multiple records per student.
- *Institution data file.* Contains institution-level data obtained from the student transcripts with a record for each institution that either was sampled and provided transcripts or was entered as a transfer institution noted on keyed transcripts. This is a file of

¹⁸ See Chapter 6 for a full description of the BPS:04/09 study weights.

¹⁹ A set of restricted research files fully documented through an electronic codebook (ECB) are available to restricted data licenses from the National Center for Education Statistics (NCES). Tables and regression analyses can be run by any user through NCES's online application Powerstats, which also contains variable documentation. Powerstats is available online via the DataLab site at <http://nces.ed.gov/datalab/index.aspx>.

institutions only; it does not contain a student ID or transcript ID. Each record includes institution control, level, location, credit/clock hour uses, calendar system, grading system, and units required to be designated full-time. This file also contains some institution-level derived variables such as institution selectivity and the percentage of faculty members who are full-time.

- *Student Schools data file.* Contains a record pertaining to a single pairing of student and school. That is, for every student there is a record for each school from which we have course data, whether from a transcript received from that school or from a transfer course listed on a transcript from another school, and therefore there may be multiple records per student. Each record contains student ID, school Integrated Postsecondary Education Data System (IPEDS) ID, date student first attended institution, transfer credits attempted/accepted at institution, and transfer credits for grade point average. This file also contains some student/school derived variables such as a 72 month enrollment string, attendance order, degree attainment indicators, and course cluster grade point averages and credits earned.
- *Degree data file.* Contains degree-level data with a record for each degree obtained or attempted, as listed on any transcript received. Each record includes degree and program data, such as type of degree, degree date, and degree honors received. Each record also includes majors, minors, concentrations, and their respective 2010 CIP codes. This file also contains some degree-level derived variables such as degree order and condensed field of study categories.
- *Courses data file.* Contains course-level data obtained from the student transcripts with a record for each course taken included on any transcript received, as well as transfer courses listed. Each record includes course name, course number, grade, credits earned, quality points, Postsecondary Education Transcript Study course code, and course attributes. This file also contains five course-level derived variables that normalize other variables. The normalization process allows for all values of the variable in question to be placed on the same scale so that they are comparable across students and institutions. This file contains a variable for normalized grade, potential credit, earned credit, and quality points.
- *Terms data file.* Contains a record pertaining to a single pairing of student and term for all institutions. Each record contains the IPEDS ID of the institution, transcript ID, term name, start and end dates, and honors/probation indicator. This file also contains some term-level derived variables such as total earned credits, term grade point average, and enrollment status.
- *Transfer data file.* Contains a record pertaining to a single transfer event possibility, defined as the possible movement of credit when students move from one school to another. Each record contains student ID, origin school IPEDS ID, destination school IPEDS ID, credit transfer ratio, and variables that describe the relationship between origin and destination institutions with respect to institution and degree program characteristics.
- *Weights file.* Contains the analysis weight and replicate weights created for the BPS transcript data. There is a separate record for each respondent.

5.4 Data Editing

The BPS:04/09 data, including data from the transcript component, were edited using procedures developed and implemented for previous studies sponsored by NCES, including the base-year study, NPSAS:04, and the first follow-up study, BPS:04/06. Following data collection, the information collected in the student instrument and in transcripts was subjected to various QC checks and examinations. For example, in the student interview these checks were conducted to confirm that the collected data reflected appropriate item routing (*skip patterns*). Another evaluation for both the student interview and transcripts involved examination of all variables with missing data and substitution of specific values to indicate the reason for the missing data. For example, an item may not have been applicable to particular students, or as in the interview, a respondent may not have known the answer to the question or might have skipped the item entirely (table 34).

Table 34. Description of missing data codes: 2009

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

¹ Missing data from the abbreviated interview were coded as -9.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Skip-pattern relationships in the interview database were examined by methodically cross-tabulating gate items and their associated nested items. In many instances, gate-nest relationships spanned multiple levels within the instrument. Items nested within a gate question may themselves have been gate items for additional items. Consequently, validating the gate-nest relationships often required several iterations and many multiway cross-tabulations to ensure the proper data were captured. Gate-nest relationships were also preserved and edited appropriately in the transcript data files; however, fewer of these relationships exist in that data.

The data cleaning and editing process for the BPS:04/09 data files involved a multistage process that consisted of the following:

1. Blank or missing data were replaced with -9 for all variables in the student interview and transcript databases. A one-way frequency distribution of every variable was reviewed to confirm that no missing or blank values remained. These same one-way frequencies revealed any out-of-range, or *outlier*, values which were replaced with a -6 value (e.g., hourly wages of \$0.10, rather than \$10.00). Creating SAS formats from expected values and the associated value labels also revealed any categorical outliers. Descriptive statistics were produced for all continuous variables. All values that were less than zero were temporarily recoded to *missing*, and the minimum, median, maximum, and mean values were examined to assess reasonableness of responses; anomalous data patterns were investigated and corrected, as necessary. For transcripts, missing data was also replaced with a -9 (e.g., if high school graduation date did not appear on the transcript) and one-way frequencies were reviewed for any *outlier* values and also given a -6 value (e.g., credit hours of 100 per course, rather than 3).
2. Legitimate skips were identified with use of instrument source code and flowcharts. Gate-nest relationships were defined to replace -9s (*data missing, reason unknown*) with -3s

- (*not applicable*), as appropriate. Two-way cross-tabulations between each gate-nest combination were evaluated; high numbers of nonreplaced -9 codes were investigated to ensure skip-pattern integrity. Nested values were further checked to reveal instances in which the legitimate skip code overwrote valid data, which typically occurred if a respondent answered a gate question and the appropriate nested items but then reverted to change the value of the gate to one that opened on an alternate path of nested items. Because responses to the first nested items remained in the database, they required editing. For transcripts, gate-nest relationships were limited; however, -3 values were set for inapplicable items. For example, if a transcript indicated that the student was still working on his or degree, then a -3 value was given to the *degree date* variable).
3. Variables were formatted (e.g., dates were formatted as YYYYMM), and time units were standardized for items that collected amounts of time in multiple units. In addition, any new codes assigned by expert coders reviewing IPEDS, industry, occupation, and major codes from the interview (including those strings that could not be coded during the interview) were merged back with the interview data files. At this stage, logical recodes were performed when the value of missing items could be determined from answers to previous questions or preloaded values. For example, if a student was not currently repaying education loans, then the monthly payment amount was recoded to \$0. For transcripts, missing IPEDS, major, and course codes were reviewed and finalized by expert coders.

Concurrently with data cleaning, documentation was developed for both instrument and transcript data to detail question text, response options, logical recoding, and the “applies to” text for each delivered variable (for documentation information, see the student instrument facsimile in appendix D).

5.5 Data Perturbation

To protect the confidentiality of information about specific individuals, BPS:04/09 interview data were subject to perturbation procedures to minimize disclosure risk. Perturbation procedures, which have been reviewed and approved by the NCES Disclosure Review Board, preserve the central tendency estimates but may result in slight increases in nonsampling errors.

In a study like BPS, there are multiple sources of data for some variables (CPS, NSLDS, student interview, etc.), and reporting differences can occur in each. Data swapping and other forms of perturbation, implemented to protect respondent confidentiality, can lead to inconsistencies as well.

5.6 Statistical Imputations

All variables from the student interview data and the derived variables in PowerStats with missing data were imputed. Imputed data are available in both PowerStats and the restricted derived data file. Derived variables obtained from student transcript data and the variables included in the remaining restricted files were not imputed. The variables were split into three groups, and a consistent imputation methodology was employed for each group. The sequence of variables imputed within the three groups depended on the rate and pattern of missing data for the variable requiring imputation. The general imputation methodology consisted of two steps. The first step, if applicable, was logical or deterministic imputation. If the imputed value could be deduced from the logical relationships with other variables, then that information was used to deterministically impute

the value for the recipient. The second step was weighted hot-deck imputation. A relatively homogenous group of observations was identified, and within this group a random donor's value was selected to impute a value for the recipient.

Prior to implementing the imputation process, all relationships among the variables were checked to ensure that the valid information adhered to the logical relationships. The imputation program was designed to impute all missing data as precisely and efficiently as possible using valid donor information, such that the process could be completed within a very short timeframe after the end of data collection and still maintain the desired quality. The aim was to replace missing data with data that were valid in all cases.

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

All stochastic imputations used a tree methodology to create imputation classes and the weighted sequential hot-deck (WSHD) methodology (Cox 1980; Iannacchione 1982) within imputation classes. The imputation classes were formed using nonparametric classification trees (Breiman et al. 1984). The nonparametric classification trees formed imputation classes for a prediction model based on the observations with valid values for the variable requiring imputation. The nonparametric classification tree recursively split the cases into homogenous groups, which were used to define the imputation classes. The observations with missing values were assigned their imputation class based on the same variables used in the tree splits.

The WSHD methodology replaced missing data with valid data from a donor record within an imputation class. The WSHD methodology also incorporated sorting within imputation classes for additional control and used the sample weight of each record in the donor selection process. The imputation classes in the application of the WSHD methodology were formed by identifying variables related to the variable requiring imputation. Data were sorted within each imputation class to increase the chance of obtaining a close match between donor and recipient. Within each imputation class, the hot-deck process searched for donors sequentially, starting with the recipient and progressing up and down the sorted file to find the set of eligible donors from which a random selection of a donor was made. The process was weighted since it incorporated the sample weight of each record in the search and selection routine, using the methodology described in Cox (1980).

Imputation diagnostics consisted of four checks: number of times a donor was used, overall imputation checks, imputation checks by class variables, and multivariate consistency checks. The check for the number of times a donor was used was to ensure that donors were used a reasonable number of times. Using a donor too many times could have indicated that an imputation class had too few donors, and that the class needed to be enlarged. The overall imputation checks compared the distributions, weighted and unweighted, for each level of the imputed variable before and after imputation. Differences greater than 5 percent were flagged and examined to see if changes should

be made to the imputation specification. The imputation checks by class variables compared the distributions, weighted and unweighted, for each level of the imputed variable in the defined imputation classes before and after the imputation. Differences greater than 5 percent were flagged for further review. Finally, multivariate consistency checks ensured that relationships between variables were maintained and that any special instructions for the imputation were implemented properly.

If any of the four aforementioned diagnostic checks indicated a donor was used too many times, substantial deviation from the weighted sums, or any identified inconsistencies, the imputation process was revised and rerun. Some results of the imputation process are provided in appendix J, which presents the item response and nonresponse rates for each variable subject to imputation. Appendix J also contains the means of the continuous variable before and after the imputation (the mean of the variables for the cases who responded to the items, and the mean of the variables for all cases with either nonmissing or imputed data) and percent distributions of the categorical variables before and after imputation. Approximately 17 percent of the variables showed statistically significant differences between the pre- and post- imputation means and distributions.

5.7 Composite and Derived Variable Construction

Analysts created the main study analytic variables by examining the data available for each student from the various data sources, prioritizing the data sources on an item-by-item basis, and reconciling discrepancies within and between sources. In some cases, the derived or composite variables were created by simple assignment of a value from the available source with the highest priority. In other cases, interview items were recoded or otherwise summarized to create a derived variable. Similar procedures were used for transcript analytic variables using only data from transcripts and institutions providing transcripts. Details about the creation of each variable appear in the variable descriptions contained in the ECB and PowerStats. For a listing of the set of analysis variables derived for BPS:04/09, see appendix K.

Chapter 6.

Weighting and Variance Estimation

This chapter provides information pertaining to the weighting procedures for the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09). The development of statistical analysis weights for the BPS:04/09 sample, which were derived from the BPS:04/06 weights, is discussed in section 6.1. Analysis procedures that can be used to produce design-unbiased estimates of sampling variances are discussed in section 6.2, including variances computed using Taylor series and bootstrap replication techniques. Section 6.2 also describes how the Taylor series strata and primary sampling unit (PSU) variables and the bootstrap replicate weights were constructed. Section 6.3 gives weighted and unweighted response rates. Section 6.4 discusses the accuracy of BPS:04/09 estimates for precision and the potential for nonresponse bias.

6.1 Analysis Weights

The weights for analyzing the BPS:04/09 data were derived from the BPS:04/06 weights because the BPS:04/09 respondents are a subset of the BPS:04/06 sample. The BPS:04/06 weights were derived from the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) weights because the BPS:04/06 sample members are a subset of the NPSAS:04 sample. As described in chapter 2, all of the BPS:04/06 sample members (with the exception of those who were deceased) were included in the BPS:04/09 data collection. Three weights were developed for analyzing the data from the BPS:04/09 data collection. One weight was developed for analyzing sample members who were considered study respondents for BPS:04/09. A second, longitudinal or panel weight, was developed for analyzing records of sample members who were considered study respondents for the base-year study (NPSAS:04), the first follow-up (BPS:04/06), and the second follow-up (BPS:04/09). A third weight was developed for analyzing cases with transcript data. The weights were adjusted for nonresponse and were also raked to IPEDS and NPSAS:04 control totals. This section describes the steps that were followed in order to develop each weight.²⁰

6.1.1 Analysis Weights for BPS:04/09 Study Respondents

A BPS:04/09 study respondent was defined as any sample member who was determined to be eligible for the study, was still alive at the time of the BPS:04/09 data collection, and had the requisite valid data from any source to allow construction of his or her enrollment history. In addition to the BPS:04/09 student interview, student-level data for BPS:04/09 were collected from a variety of administrative sources, including the National Student Loan Data System and the National Student Clearinghouse Tracker file, as described in section 2.5. Data from these other sources supplemented interview data and allowed enrollment histories and persistence and attainment variables to be constructed for a proportion of interview nonrespondents. Of the 18,640 students who were BPS-eligible at the conclusion of BPS:04/06, after BPS:04/09 data collection there were 110 who were found to be deceased, 15,160 who were interview respondents, 1,520 who were not interview respondents but who had enough data from other sources to be classified as

²⁰ Three analysis weights were also constructed for BPS:96/01: A weight for the analysis of data from BPS:96/01, a weight for the analysis of data from NPSAS:96 and BPS:04/06, and a weight for analyses that include data from NPSAS:96, BPS:96/98, and BPS:96/01. However, BPS:96/01 did not have a transcript component, and therefore no transcript weight. BPS:96/01 also did not use the study respondent definition and did not impute for missing item data; as a result three weights were needed for the analysis of interview data compared with the two weights needed for analysis of interview data in BPS:04/09.

BPS:04/09 study respondents, and 1,860 who did not have enough data to be considered study respondents. Therefore, there were a total of 16,680 study respondents.

The initial weight for the BPS:04/09 cohort was the BPS:04/06 analysis weight. An adjustment was made for study nonresponse using a model-based constrained logistic weighting procedure. The weights were then calibrated to weight sums from BPS:04/06, which had been calibrated to IPEDS and NPSAS:04 control totals as described earlier.²¹ The procedure WTADJUST in SUDAAN (RTI, 2008) was used to implement the nonresponse and calibration adjustments. This weighting methodology is described by Folsom and Singh (2000).

The first adjustment was for study nonresponse. The adjustment model included the 18,540 cases who were not deceased; the response indicator was set to 1 for the 16,680 study respondents and to 0 for the 1,860 cases who were not deceased but were study nonrespondents. Independent variables were chosen that were considered to be predictive of response status, and were nonmissing for both study respondents and nonrespondents. Variables used in the nonresponse adjustment models for BPS and NPSAS surveys were also included. Candidate predictor variables included:

- Institution type,
- Whether in one of the 12 states with state-representative samples of undergraduates in NPSAS:04,
- OBE (Office of Business Economics) region,
- Institution enrollment during 2003–04 from the IPEDs file,
- Age as of December 31, 2003,
- Gender,
- Race/ethnicity
- Citizenship status during the base year,
- Number of institutions attended,
- Enrollment pattern during the base year,
- Whether any dependent children during the base year,
- Income and dependency status during the base year,
- Degree plans during the base year,
- Whether degree was attained through 2006,
- Persistence and attainment in 2006,
- Retention and attainment at base year institution through 2006,
- Parents' highest education level,

²¹ The base weight and the adjustment factors from BPS:04/06 and BPS:04/09 are not included on the BPS data file, but can be requested on a separate data set from NCES.

- Applied for any aid during the base year,
- Type of aid package during the base year,
- Pell Grant recipient,
- Amount of Pell Grant,
- Stafford Loan recipient,
- Amount of Stafford Loan,
- Federal aid recipient,
- Institutional aid recipient,
- State aid recipient,
- Amount of PLUS (Parents' Loan for Undergraduate Students) Loan,
- CPS data available during base year,
- In field cluster for BPS:04/09,
- NPSAS:04 interview respondent, and
- BPS:04/06 interview respondent.

Variables included in the nonresponse modeling included all of the candidate predictor variables as well as certain important interaction terms. To detect important interactions for the nonresponse model, a Chi-squared automatic interaction detection analysis (CHAID) was performed on the predictor variables. The CHAID analysis divided the data into segments that differed with respect to the response variable. The segmentation process first divided the sample into groups based on categories of the most significant predictor of response. It then split each of these groups into smaller subgroups based on other predictor variables. It also merged categories of a variable that were found to be nonsignificant. CHAID was run for up to three segments, resulting in the identification of two-way and three-way interactions. Variables that made up the CHAID interaction terms were whether the student was a BPS:04/06 interview respondent, persistence and attainment in 2006, retention and attainment through 2006, whether in a field cluster during the BPS:04/09 data collection, and the state in which the NPSAS:04 institution is located.

Table 35 lists the predictor variables used in the model to adjust the weight for nonresponse and the average weight adjustment factors resulting from these variables. The nonresponse weight adjustment factors have the following characteristics:

- Minimum: 1.00;
- Median: 1.02; and
- Maximum: 2.95.

Table 35. Weight adjustment factors for nonresponse for the BPS:04/09 study weights: 2009

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Total	16,680	89.18	1.11
Type of institution			
Public			
Less-than-2-year	430	78.98	1.26
2-year	5,570	87.69	1.13
4-year non-doctorate-granting	1,590	93.43	1.06
4-year doctorate-granting	2,990	96.74	1.03
Private nonprofit			
Less than 4-year	440	85.54	1.16
4-year	3,690	95.50	1.04
Private for-profit	1,980	76.27	1.33
NPSAS institution control 2003–04			
Public	10,580	90.45	1.10
Private nonprofit	4,130	94.76	1.05
Private for-profit	1,980	76.27	1.33
NPSAS institution level 2003–04			
Less-than-2-year	1,570	75.23	1.35
2-year	6,470	86.68	1.15
4-year	8,640	94.36	1.05
In 12 state NPSAS:04 representative sample			
Yes	8,340	89.07	1.11
No	8,350	89.26	1.12
Bureau of Economic Analysis code (Office of Business Economics [OBE]) region			
New England (CT ME MA NH RI VT)	1,110	89.67	1.11
Mid East (DE DC MD NJ NY PA)	2,480	88.15	1.13
Great Lakes (IL IN MI OH WI)	2,860	89.45	1.11
Plains (IA KS MN MO NE ND SD)	1,770	92.09	1.07
SE (AL AR FL GA KY LA MS NC SC TN VA WV)	3,810	88.66	1.12
Southwest (AZ NM OK TX)	1,760	87.62	1.13
Rocky Mountains (CO ID MT UT WY)	590	91.11	1.11
Far West (AK CA HI NV OR WA)	2,080	89.53	1.12
Other jurisdictions (PR)	250	92.18	1.08
NPSAS:04 institution enrollment size			
1,821 or fewer	3,860	82.82	1.21
1,822–6,690	4,210	89.22	1.09
6,691–16,522	4,250	90.17	1.09
16,523 or more	4,360	92.46	1.07
Age as of 12/31/03			
15 to 18	7,920	93.63	1.06
19	4,320	91.97	1.08
20 to 23	1,780	83.26	1.21
24 to 29	1,060	78.09	1.30
30 or older	1,620	81.61	1.25

See notes at end of table.

**Table 35. Weight adjustment factors for nonresponse for the BPS:04/09 study weights: 2009—
Continued**

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Gender			
Male	6,880	87.97	1.13
Female	9,810	90.08	1.10
Race/ethnicity			
White	10,740	90.78	1.09
Black or African American	2,200	86.77	1.15
Hispanic or Latino	2,110	85.33	1.17
Asian	770	90.68	1.11
American Indian or Alaska Native/Native Hawaiian or other Pacific Islander/Other/More than one race	860	86.36	1.16
Citizenship status 2003–04			
US citizen	15,810	89.51	1.11
Resident alien	700	86.07	1.18
Foreign or international student	170	75.72	1.31
Number of institutions attended 2003–04 (NPSAS)			
1	15,500	89.35	1.11
2	1,140	85.93	1.12
3	40	95.96	1.03
Enrollment pattern 2003–04 (NPSAS)			
Enrolled mostly full-time	13,920	90.21	1.10
Enrolled mostly part-time	2,380	85.82	1.17
Enrolled full-time & part-time equally	390	89.85	1.11
Any dependent children, 2003–04			
Yes	2,350	79.82	1.26
No	14,340	91.19	1.09
Number of family members in college for independent student, or dependent student in 2003–04			
1	3,460	81.20	1.25
2	300	79.46	1.28
3 or 4	50	94.69	1.06
Dependent student	12,880	92.36	1.07
Total income by dependency 2003–04			
Dependent students			
Less than \$10,000	700	85.92	1.16
\$10,000–\$19,999	1,040	88.67	1.12
\$20,000–\$29,999	1,320	91.37	1.08
\$30,000–\$39,999	1,290	91.16	1.09
\$40,000–\$49,999	1,150	91.04	1.09
\$50,000–\$59,999	1,070	90.61	1.10
\$60,000–\$69,999	1,210	94.34	1.05
\$70,000–\$79,999	920	95.11	1.04
\$80,000–\$99,999	1,560	95.58	1.04
\$100,000 or more	2,630	94.66	1.04

See notes at end of table.

Table 35. Weight adjustment factors for nonresponse for the BPS:04/09 study weights: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Independent students			
Less than \$10,000	700	81.40	1.23
\$10,000–\$19,999	1,370	79.08	1.26
\$20,000–\$29,999	640	79.89	1.28
\$30,000–\$49,999	600	83.40	1.21
\$50,000 or more	490	84.34	1.22
Degree plans first year 2003–04			
Certificate	2,250	77.58	1.30
Associate's degree	5,160	86.49	1.14
Bachelor's degree	8,020	95.12	1.04
No degree	1,250	89.65	1.11
Degree types attained through 2006			
Certificate only, associate only, certificate and associate, or bachelor only	2,860	89.14	1.13
Never attained or (Associate and bachelor)	13,830	89.19	1.11
Highest degree attained anywhere, 2006			
Certificate	1,380	82.66	1.23
Associate's degree	1,250	94.45	1.05
Bachelor's degree or never attained	14,060	89.32	1.11
Persistence and attainment anywhere, 2006			
Attained (still enrolled and not enrolled)	2,860	89.15	1.13
No degree, still enrolled	9,380	96.37	1.03
No degree, not enrolled	4,450	78.08	1.27
Retention and attainment at first institution, 3-year total 2006			
Associate's or bachelor's degree	1,300	94.91	1.05
Certificate	1,270	82.22	1.24
No degree, still enrolled	7,720	95.40	1.04
No degree, transferred	3,170	92.36	1.08
No degree, left without return	3,230	76.56	1.30
Parent's highest education level, 2003-04			
Did not complete high school	1,080	86.24	1.17
High school diploma or equivalent	4,220	84.65	1.18
Vocational or technical training	660	91.36	1.08
Less than two years of college	1,300	90.74	1.09
Associate's degree	1,230	88.07	1.13
2 or more years of college but no degree	870	88.47	1.12
Bachelor's degree	3,580	93.13	1.07
Master's degree or equivalent	2,310	93.41	1.06
First-professional degree	430	96.61	1.03
Doctoral degree or equivalent	640	93.32	1.05
Do not know parent's education level	370	80.27	1.27

See notes at end of table.

**Table 35. Weight adjustment factors for nonresponse for the BPS:04/09 study weights: 2009—
Continued**

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Applied for any aid, 2003–04			
Yes	14,720	88.98	1.11
No	1,970	90.25	1.10
Aid package by type of aid, 2003–04			
Grants only	4,720	90.18	1.10
Loans only	940	89.39	1.16
Work-study only	100	93.99	1.05
Other only	200	88.63	1.13
Grants and loans	3,430	85.03	1.16
Grants and work-study	520	94.90	1.04
Grants and other	250	88.03	1.13
Loans and work-study	80	93.80	1.08
Loans and other	330	94.60	1.09
Grants, loans, and work-study	1,200	94.96	1.05
Grants, loans, and other	780	88.25	1.11
Grants, work-study, and other	30	87.47	1.17
(Grants, loans, work-study, and other) or (Work-study and other) or (Loans, work-study, and other)	360	96.81	1.03
No aid received	3,770	88.95	1.12
Pell Grant recipient			
Yes	6,060	85.45	1.15
No	10,630	91.25	1.09
Pell Grant amount received (in dollars)			
None	10,630	91.25	1.09
\$2,000 or less	2,000	85.51	1.17
\$2,001 to \$3,700	2,080	84.04	1.16
\$3,701 or more	1,980	87.10	1.13
Stafford Loan recipient			
Yes	6,690	88.05	1.13
No	9,990	89.78	1.10
Stafford Loan amount received (in dollars)			
None	9,990	89.78	1.10
\$2,624 or less	1,130	87.78	1.13
\$2,625	3,590	94.32	1.05
More than \$2,625	1,980	79.60	1.26
Federal aid recipient			
Yes	10,140	88.29	1.12
No	6,540	90.26	1.10
Federal aid amount received (in dollars)			
None	6,540	90.26	1.10
\$2,831 or less	3,380	89.20	1.11
\$2,832 to \$6,625	3,490	89.33	1.12
More than \$6,625	3,270	86.19	1.14

See notes at end of table.

Table 35. Weight adjustment factors for nonresponse for the BPS:04/09 study weights: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Institutional aid recipient			
Yes	5,280	94.07	1.05
No	11,410	87.52	1.14
State aid recipient			
Yes	4,030	92.09	1.08
No	12,650	88.42	1.12
PLUS amount received (in dollars)			
None	15,250	88.96	1.12
\$5,825 or less	470	90.28	1.09
\$5,826 to \$10,207	490	91.65	1.07
More than \$10,207	480	94.74	1.05
Data available from Central Processing System (CPS) 2003–04			
Yes	12,290	89.09	1.11
No	4,390	89.38	1.11
In field cluster in 2009			
Yes	940	63.74	1.54
No	15,740	91.48	1.09
NPSAS:04 interview respondent			
Yes	16,400	90.10	1.11
No	290	73.53	1.35
BPS:04/06 interview respondent			
Yes	13,910	93.82	1.06
No	2,770	73.19	1.35
Chi-square automatic interaction detection (CHAID) segments			
BPS:04/06 interview nonrespondent			
No degree, still enrolled in 2006			
Base year institution located in AZ, FL, DE, PA, IN, or WV	190	73.03	1.35
Base year institution located in CO, HI, UT, NE, NV, SC, WA, NH, DC, ID, MO, WI, ME, MT, SD, NC, ND, VT, WY, or PR	220	98.53	1.01
Base year institution located in IA, AK, CT, OH, NJ, IL, GA, OR, LA, MN, NM, or RI	350	90.99	1.08
Base year institution located in other states	590	83.81	1.19
No degree, not enrolled anywhere in 2006			
Base year institution located in AL, IA, TX, NH, DE, OK, IN, KY, or NC	260	71.96	1.37
Base year institution located in AK, NY, NU, MA, DC, ID, KS, NE, RI, SC, or WV	180	48.27	2.04
Base year institution located in CO, CT, HI, OR, ME, SD, ND, WA, or WY	130	87.77	1.16
Base year institution located in other states	630	61.28	1.60

See notes at end of table.

Table 35. Weight adjustment factors for nonresponse for the BPS:04/09 study weights: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Attained degree (either still enrolled or not enrolled in 2006)			
Base year institution located in AK, AR, NH, DC, MD, HI, ID, NE, MN, MT, SD, NV, NM, ND, RI, WY, AZ, NJ, TN, or VT	70	95.45	1.02
Base year institution located in TX, CA, IL, OK, or MI	90	77.31	1.28
Base year institution located in other states	80	53.69	1.94
BPS:04/06 interview respondent			
Attained bachelor's degree at the first institution or no degree and still enrolled at the first institution anytime in 2005-06			
Base year institution located in AK, AR, NH, DC, MD, HI, ID, NE, MN, MT, SD, NV, NM, ND, RI, WI, AZ, NJ, TN, or VT	1,250	98.20	1.02
Base year institution located in CO, FL, OK, UT, SC, WA, or WV	700	97.08	1.03
Base year institution located in DE, PA, OR, KS, KY, ME, MI, MS, NC, or PR	1,430	99.57	1.00
Base year institution located in other states	3,460	98.36	1.01
Attained certificate at first institution or no degree, no transfer, and not enrolled at first institution anytime in 2005-06			
Not in BPS:04/09 field cluster	3,250	86.81	1.16
In BPS:04/09 field cluster	230	64.35	1.58
No degree, transferred from the first institution by June 2006			
Base year institution located in AK, VA, AR, NH, DC, ID, OR, WI, NE, ME, MT, SD, NV, NM, RI, VT, WY, CO, CT, NJ, PA, IL, MD, HI, MS, ND, WV, or PR	740	93.87	1.06
Base year institution located in IA, FL, OK, TN, LA, MN, NC, OH, SC, WA	620	98.93	1.01
Base year institution located in other states	1,180	96.15	1.04
Attained associate's degree at first institution			
Base year institution located in AZ, TX, MA, WI, IN, MS, CO, OH, NH, HI, ID, KS, KY, LA, MI, MT, SD, NM, NC, ND, RI, SC or WA	350	98.91	1.01
Base year institution located in VA, CT, NY, NJ, PA, TN, MN, or PR	300	94.83	1.05
Base year institution located in other states	400	89.97	1.10

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell grant amount and Stafford loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

To ensure population coverage and consistency with NPSAS:04 and BPS:04/06, the BPS:04/09 study weights were further adjusted to control totals. This adjustment was implemented using the SUDAAN WTADJUST procedure. Variables used to define the control totals were the same as those used for the calibration-coverage adjustments for NPSAS:04 and BPS:04/06. The control totals for the BPS:04/09 weights were obtained using the weighted sums from BPS:04/06 (using the BPS:04/06 analysis weights) for these same variables.

The following variables were used in defining control totals for the NPSAS:04 study weights. NPSAS weight sums were used in defining control totals for BPS:04/06, and control totals for BPS:04/09 were established by summing the BPS:04/06 weights for the full cohort (including deceased students).

- Total fall undergraduate enrollment,

- Fall undergraduate enrollment by institution type,
- Non-fall undergraduate enrollment by institution type,
- Amount of Pell Grants by institution type, and
- Amount of Stafford Loans by institution type.

The following variables, derived from the IPEDS 2003 file were also control totals for BPS:04/06 and the corresponding values were again used for BPS:04/09:

- Number of fall freshmen by institution type,
- Number of fall full-time freshmen by institution type,
- Number of fall full-time freshmen receiving federal loans by institution type,
- Amount of federal loans for fall full-time freshmen, by institution type,
- Number of fall full-time freshmen receiving federal grants by institution type, and
- Amount of federal grants for fall full-time freshmen by institution type.

The control totals include cases who became ineligible for BPS:04/09 due to death. Because of this, the 110 deceased cases in BPS:04/09 were also included in the calibration adjustment. After the adjustment, the deceased cases were dropped from the file; the sum of the final weights estimates the number of NPSAS:04 students who were eligible for BPS and were still alive at the time of the BPS:04/09 interview. Table 36 shows the variables used for the calibration, the values of the control totals, and the average weight adjustment factors for each variable. The last column of table 36 shows the sum of the study weights after removing the cases who were deceased at the time of the BPS:04/09 data collection. Statistics for the weight adjustment factors are the following:

- Minimum: 0.79,
- Median: 1.00, and
- Maximum: 1.37.

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

Table 36. Control totals, weight adjustment factors, and sum of weights for eligible cases for the BPS:04/09 study weight raking adjustment: 2009

Model predictor variables	Control total	Study weights – average weight adjustment factor	Sum of final weights for eligible cases
Total	3,766,832	1.00	3,746,295
Total fall undergraduate enrollment	3,216,468	1.00	3,199,574
Fall enrollment, by institution type			
Public			
Less-than-2-year	43,862	1.02	43,700
2-year	1,246,603	1.00	1,242,966
4-year non-doctorate-granting	336,116	1.00	333,965
4-year doctorate-granting	625,619	1.00	623,377
Private nonprofit			
Less than 4-year	34,663	1.01	34,623
4-year non-doctorate-granting	298,980	1.02	298,554
4-year doctorate-granting	199,524	0.99	198,107
Private for-profit			
Less-than-2-year	204,002	0.98	200,697
2 years or more	227,099	1.02	223,583
Non-fall enrollment, by institution type			
Public			
Less-than-2-year	43,732	1.01	43,378
2-year	1,513,468	1.00	1,505,878
4-year non-doctorate-granting	347,399	0.99	344,941
4-year doctorate-granting	617,794	1.00	614,269
Private nonprofit			
Less than 4-year	36,724	1.01	36,717
4-year non-doctorate-granting	319,416	1.01	319,078
4-year doctorate-granting	195,483	0.99	194,066
Private for-profit			
Less-than-2-year	209,655	0.99	208,671
2 years or more	266,008	1.02	263,162
Amount of Pell Grants awarded, by institution type (in dollars)			
Public			
Less-than-2-year	\$ 53,948,057	1.00	\$ 53,793,325
2-year	990,010,671	0.99	987,176,888
4-year non-doctorate-granting	326,046,179	1.01	326,046,179
4-year doctorate-granting	423,246,907	1.01	420,302,200
Private nonprofit			
Less than 4-year	82,734,652	1.01	82,072,863
4-year non-doctorate-granting	273,963,345	1.05	273,647,143
4-year doctorate-granting	116,529,949	1.01	115,766,595
Private for-profit			
Less-than-2-year	596,775,900	1.01	598,631,871
2 years or more	496,981,810	0.97	492,562,087

See notes at end of table.

Table 36. Control totals, weight adjustment factors, and sum of weights for eligible cases for the BPS:04/09 study weight raking adjustment: 2009—Continued

Model predictor variables	Control total	Study weights – average weight adjustment factor	Sum of final weights for eligible cases
Amount of Stafford Loans awarded, by institution type (in dollars)			
Public			
Less-than-2-year	\$ 37,729,257	0.99	\$ 40,072,780
2-year	404,153,510	1.00	401,473,395
4-year non-doctorate-granting	453,062,973	1.00	452,192,315
4-year doctorate-granting	788,002,590	1.01	784,412,732
Private nonprofit			
Less than 4-year	68,168,372	1.01	70,300,924
4-year non-doctorate-granting	611,394,404	1.02	610,392,641
4-year doctorate-granting	317,667,951	1.00	313,355,130
Private for-profit			
Less-than-2-year	667,113,041	1.00	665,887,187
2 years or more	1,121,330,590	1.01	1,108,476,038
Number of fall freshmen, by institution type			
Public			
Less-than-2-year	43,580	1.02	43,363
2-year	1,045,056	1.00	1,039,308
4-year non-doctorate-granting	323,031	1.00	320,880
4-year doctorate-granting	610,185	1.00	607,943
Private nonprofit			
Less than 4-year	36,850	1.01	36,850
4-year non-doctorate-granting	297,938	1.02	297,512
4-year doctorate-granting	192,614	0.99	191,197
Private for-profit			
Less-than-2-year	222,068	0.98	221,174
2 years or more	226,835	1.03	224,368
Fall full-time freshmen enrollment, by institution type			
Public			
Less-than-2-year	26,072	1.02	25,855
2-year	631,054	1.00	628,624
4-year non-doctorate-granting	295,042	0.99	292,891
4-year doctorate-granting	588,974	1.00	587,041
Private nonprofit			
Less than 4-year	32,490	1.01	32,490
4-year non-doctorate-granting	283,273	1.01	282,847
4-year doctorate-granting	187,564	1.00	186,294
Private for-profit			
Less-than-2-year	197,579	0.99	196,685
2 years or more	198,416	1.04	196,903

See notes at end of table.

Table 36. Control totals, weight adjustment factors, and sum of weights for eligible cases for the BPS:04/09 study weight raking adjustment: 2009—Continued

Model predictor variables	Control total	Study weights – average weight adjustment factor	Sum of final weights for eligible cases
Fall full-time freshmen receiving loans, by institution type			
Public			
Less-than-2-year	6,857	0.99	6,798
2-year	106,739	1.00	106,245
4-year non-doctorate-granting	131,331	1.00	131,000
4-year doctorate-granting	259,416	1.01	258,939
Private nonprofit			
Less than 4-year	14,082	1.01	14,082
4-year non-doctorate-granting	174,686	1.02	174,260
4-year doctorate-granting	99,504	1.00	98,419
Private for-profit			
Less-than-2-year	156,729	0.99	156,147
2 years or more	185,989	1.02	184,539
Amount of loans for fall full-time freshmen, by institution type			
Public			
Less-than-2-year	\$ 31,200,693	0.99	\$ 30,812,263
2-year	288,934,194	1.00	287,418,487
4-year non-doctorate-granting	457,974,177	1.00	456,981,660
4-year doctorate-granting	960,248,387	1.01	958,683,761
Private nonprofit			
Less than 4-year	63,879,653	1.01	63,879,653
4-year non-doctorate-granting	782,232,048	1.02	780,073,727
4-year doctorate-granting	506,223,469	1.00	500,662,774
Private for-profit			
Less-than-2-year	671,241,887	0.99	670,258,172
2 years or more	1,051,784,691	1.02	1,046,332,274
Fall full-time freshmen receiving federal grants, by institution type			
Public			
Less-than-2-year	18,751	1.00	18,573
2-year	245,138	1.00	244,510
4-year non-doctorate-granting	104,860	1.02	104,860
4-year doctorate-granting	152,951	1.01	152,073
Private nonprofit			
Less than 4-year	24,491	1.00	24,491
4-year non-doctorate-granting	101,212	1.05	100,945
4-year doctorate-granting	42,725	1.01	42,537
Private for-profit			
Less-than-2-year	193,758	1.01	192,864
2 years or more	157,166	1.00	156,518

See notes at end of table.

Table 36. Control totals, weight adjustment factors, and sum of weights for eligible cases for the BPS:04/09 study weight raking adjustment: 2009—Continued

Model predictor variables	Control total	Study weights – average weight adjustment factor	Sum of final weights for eligible cases
Amount of federal grants for fall full-time freshmen, by institution type			
Public			
Less-than-2-year	\$ 45,841,205	1.00	\$ 45,434,148
2-year	669,724,132	1.00	667,666,709
4-year non-doctorate-granting	314,444,744	1.02	314,444,744
4-year doctorate-granting	462,635,038	1.01	459,752,080
Private nonprofit			
Less than 4-year	79,273,524	1.00	79,273,524
4-year non-doctorate-granting	316,011,424	1.05	315,420,406
4-year doctorate-granting	157,828,815	1.01	157,065,462
Private for-profit			
Less-than-2-year	570,341,901	1.01	570,173,299
2 years or more	433,973,817	1.00	432,959,930

NOTE: Deceased cases are included in the "Control total" column but are not included in the "Sum of final weights for eligible cases" column and as a result the two columns are not identical.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table 37 summarizes the weight distributions and the variance inflation due to unequal weighting by type of institution. The median student study weight ranges from 67 for students whose base year institution was public less-than-2-year to 220 for students whose base year institution was private for-profit 2 years or more. The mean student study weight ranges from 97 for students whose base year institution was private nonprofit less than 4-year to 309 for students whose base year institution was private for-profit 2 years or more. The unequal weighting effect overall is 2.09, and ranges from 1.34 for students whose base year institution was public 4-year doctorate-granting to 3.06 for students whose base year institution was private nonprofit less than 4-year.

Table 37. Weight distribution and unequal weighting effects for the BPS:04/09 study weight (WTA000), by type of institution: 2009

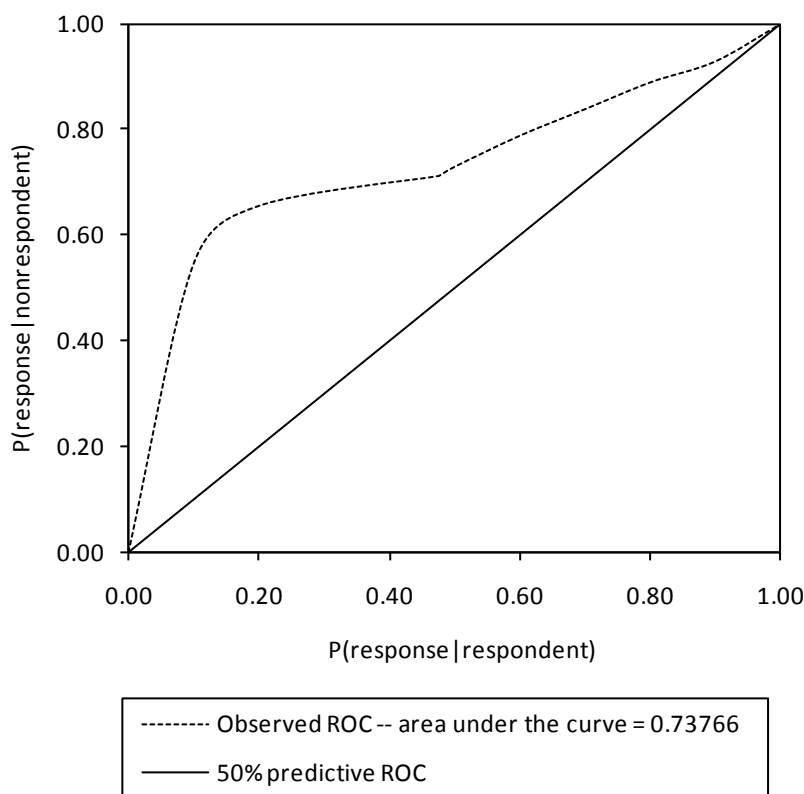
Type of institution	Minimum	First quartile	Median	Third quartile	Maximum	Mean	Unequal weighting effect
Total	0.90	95.19	166.90	270.94	5053.00	224.54	2.09
Institutional sector							
Public							
Less-than-2-year	6.73	36.38	67.12	131.24	934.42	114.82	2.50
2-year	2.63	120.01	202.26	336.16	5053.00	290.28	2.10
4-year non-doctorate-granting	0.90	110.53	210.52	303.96	1962.17	235.24	1.60
4-year doctorate-granting	3.25	127.81	216.88	263.60	1414.91	208.51	1.34
Private nonprofit							
Less than 4-year	1.66	39.36	69.26	111.96	1824.08	96.50	3.06
4-year non-doctorate-granting	1.04	72.15	132.94	192.32	1762.41	155.12	1.83
4-year doctorate-granting	1.27	79.63	115.88	146.90	2164.40	127.18	1.62
Private for-profit							
Less-than-2-year	1.34	24.46	146.13	309.46	1781.71	214.77	2.38
2 years or more	2.85	128.50	219.65	385.73	3095.47	309.05	2.01

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

To assess the overall predictive ability of the nonresponse model, a Receiver Operating Characteristic (ROC) curve was used (Hanley and McNeil 1982). The ROC provides a measure of how well the model correctly classified individuals of known response type. For a more detailed example of the use of the ROC curve in nonresponse modeling, see Iannacchione (2003). The ROC curve was developed by calculating, for any specified probability, c , two proportions:

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

The predicted probability of response for each student was the predicted response probability from the weight adjustment model. The plot of the first probability against the second, for c ranging from 0 to 1, resulted in the ROC curve shown in figure 22. The area under the curve measures the probability that a randomly chosen pair of observations—one respondent and one nonrespondent—will be correctly ranked. The probability of a correct pairwise ranking is the same quantity that is estimated by the nonparametric Wilcoxon statistic. The null hypothesis associated with the Wilcoxon statistic is that the variable is not a useful discriminator between the respondent and nonrespondent populations. This corresponds to the null hypothesis that the predicted response probability of a respondent is just as likely to be smaller than the predicted response probability of a nonrespondent as it is to be greater. Thus, if the null hypothesis is true, the ROC curve will be a diagonal line that reflects the equally likely chance of making a correct or incorrect decision, and the area under the curve will be 0.5. If the null hypothesis is not true, the ROC curve will rise above the diagonal and the area under the curve will be significantly greater than 0.5. Figure 22 shows that the area under the ROC curve is 0.74 such that 74 percent of the time (or more than 7 of 10 pairings), the predicted probabilities give the correct classification. The ROC area of 0.74 equals the value of the Wilcoxon test statistic, failing to support the null hypothesis of no predictive ability ($p < 0.05$). This level of discrimination implies that the variables used in the model are highly informative, but not definite predictors of a sample student's overall response propensity.

Figure 22. Receiver operating characteristics (ROC) curve for BPS:04/09 study response propensity: 2009

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

6.1.2 Analysis Weights for Study Respondents to NPSAS:04, BPS:04/06, and BPS:04/09 (Longitudinal or Panel weight)

A weight was also constructed for analyzing the cases who were study respondents to all three of the base-year study (NPSAS:04), the first follow-up study (BPS:04/06), and the second follow-up study (BPS:04/09). This weight is referred to as the “longitudinal” or “panel” weight. As described in the NPSAS:04 Methodology Report (Cominole et al.), NPSAS:04 study respondents were required to have key data items from either the NPSAS:04 student interview or other external data files. The requirements for being a study respondent for BPS:04/09 are described in section 2.5 of this report. BPS:04/06 did not utilize a study respondent definition, but study respondents to BPS:04/06 were defined for this weight as students who had either BPS:04/06 interview data or enrollment data from another source; this is similar to the study respondent definition used for BPS:04/09. Of the 18,640 students who were BPS-eligible at the conclusion of BPS:04/06, after BPS:04/09 data collection there were 110 who were found to be deceased, 16,120 who met the definition of a “panel respondent,” and 2,420 who were considered nonrespondents for the panel analysis weight.

As with the study weight described in section 6.1.1, the initial weight was the BPS:04/06 analysis weight. An adjustment was made for panel nonresponse using a model-based constrained logistic weighting procedure. The weights were then calibrated to the sums of the BPS:04/09 study

weights for eligible cases. The procedure WTADJUST in SUDAAN was used to implement the nonresponse and calibration adjustments.

The first adjustment was for panel nonresponse. The adjustment model included the 18,540 cases who were not deceased; the response indicator was set to 1 for the 16,120 panel respondents and set to 0 for the 2,420 cases who were nondeceased panel nonrespondents. Predictor variables were chosen if considered to be predictive of response status, and were nonmissing for both study respondents and nonrespondents. Variables used in the nonresponse adjustment models for both NPSAS and BPS were also included. Candidate predictor variables included the same set of variables that was used for the study weight (see section 6.1.1).

Variables included in the nonresponse modeling included all of the candidate predictor variables as well as certain important interaction terms identified using CHAID. CHAID was run for up to three segments, resulting in the identification of two-way and three-way interactions. Six variables made up the CHAID interaction terms: whether the student was a BPS:04/06 interview respondent, retention and attainment through 2006, type of aid in the base year, total federal aid in the base year, base year institution type, and the state in which the NPSAS:04 institution is located.

Table 38 shows the predictor variables used in the model to adjust the weight and the average weight adjustment factors resulting from these variables. The nonresponse adjustment factors have the following characteristics:

- Minimum: 1.00;
- Median: 1.02; and
- Maximum: 3.00

Table 38. Weight adjustment factors for nonresponse for the BPS:04/09 longitudinal (panel) weights: 2009

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Total	16,120	85.69	1.15
Type of institution			
Public			
Less-than-2-year	380	71.29	1.39
2-year	5,360	83.63	1.18
4-year non-doctorate-granting	1,560	91.72	1.08
4-year doctorate-granting	2,950	94.97	1.04
Private nonprofit			
Less than 4-year	420	80.26	1.25
4-year	3,640	93.67	1.05
Private for-profit	1,810	69.99	1.47
NPSAS institution control 2003–04			
Public	10,250	87.19	1.13
Private nonprofit	4,060	92.67	1.07
Private for-profit	1,810	69.99	1.47
NPSAS institution level 2003–04			
Less-than-2-year	1,390	65.90	1.53
2-year	6,220	82.73	1.19
4-year	8,510	92.40	1.06
In 12 state NPSAS:04 representative sample			
Yes	8,050	85.11	1.15
No	8,070	86.12	1.16
Bureau of Economic Analysis code (Office of Business Economics [OBE]) region			
New England (CT ME MA NH RI VT)	1,080	87.35	1.13
Mid East (DE DC MD NJ NY PA)	2,390	85.42	1.15
Great Lakes (IL IN MI OH WI)	2,790	87.42	1.13
Plains (IA KS MN MO NE ND SD)	1,710	88.70	1.11
SE (AL AR FL GA KY LA MS NC SC TN VA WV)	3,690	85.62	1.16
Southwest (AZ NM OK TX)	1,650	80.34	1.24
Rocky Mountains (CO ID MT UT WY)	580	89.64	1.14
Far West (AK CA HI NV OR WA)	2,000	85.16	1.18
Other jurisdictions (PR)	240	88.23	1.14
Institution enrollment size			
1,821 or fewer	3,630	78.09	1.29
1,822 to 6,690	4,090	85.84	1.12
6,691 to 16,522	4,130	87.29	1.13
16,523 or more	4,270	89.15	1.10
Age as of 12/31/03			
15–18	7,750	91.15	1.08
19	4,210	89.13	1.11
20–23	1,660	77.50	1.31
24–29	990	73.55	1.36
30 or older	1,510	76.39	1.34

See notes at end of table.

Table 38. Weight adjustment factors for nonresponse for the BPS:04/09 longitudinal (panel) weights: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Gender			
Male	6,630	84.31	1.17
Female	9,500	86.71	1.14
Race/ethnicity			
White	10,450	88.12	1.12
Black or African American	2,100	82.24	1.21
Hispanic or Latino	1,990	79.71	1.25
Asian	750	86.81	1.17
American Indian or Alaska Native/Native, Hawaiian or other Pacific Islander, Other, More than one race	830	82.23	1.23
Citizenship status 2003–04 (NPSAS)			
US citizen	15,310	86.07	1.15
Resident alien	670	83.32	1.22
Foreign or international student	140	65.14	1.59
Number of institutions attended 2003–04 (NPSAS)			
1	14,970	85.77	1.16
2	1,110	84.00	1.13
3	40	95.96	1.03
Enrollment pattern 2003–04 (NPSAS)			
Enrolled mostly full-time	13,490	87.25	1.14
Enrolled mostly part-time	2,260	80.87	1.24
Enrolled full-time & part-time equally	370	84.37	1.20
Any dependent children 2003–04 (NPSAS)			
Yes	2,210	74.59	1.36
No	13,910	88.08	1.12
Number of family members in college for independent student, or dependent student in 2003–04			
1	3,250	76.12	1.34
2	280	72.91	1.35
3 or 4	40	86.81	1.19
Dependent student	12,550	89.57	1.10
Total income by dependency (categorical) 2003–04			
Dependent			
Less than \$10,000	670	82.93	1.20
\$10,000–\$19,999	1,000	84.40	1.19
\$20,000–\$29,999	1,280	88.07	1.11
\$30,000–\$39,999	1,260	88.32	1.11
\$40,000–\$49,999	1,120	87.61	1.14
\$50,000–\$59,999	1,040	87.92	1.13
\$60,000–\$69,999	1,180	91.88	1.07
\$70,000–\$79,999	890	92.14	1.07
\$80,000–\$99,999	1,530	94.24	1.05
\$100,000 or more	2,570	92.21	1.07

See notes at end of table.

Table 38. Weight adjustment factors for nonresponse for the BPS:04/09 longitudinal (panel) weights: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Independent			
Less than \$10,000	670	76.59	1.30
\$10,000–\$19,999	1,270	72.37	1.39
\$20,000–\$29,999	610	76.45	1.32
\$30,000–\$49,999	570	79.35	1.28
\$50,000 or more	460	78.56	1.34
Degree plans first year, 2003–04			
Certificate	2,040	70.37	1.44
Associate's degree	4,990	82.95	1.19
Bachelor's degree	7,900	93.08	1.06
No degree	1,200	85.14	1.17
Degree types attained through 2006			
Attained	2,740	85.93	1.18
Never attained	13,380	85.65	1.15
Highest degree attained anywhere, 2006			
Certificate	1,270	76.38	1.32
Associate's or bachelor's degree	1,240	94.01	1.06
Never attained	13,610	85.82	1.15
Persistence and attainment anywhere, 2006			
Attained, still enrolled	1,170	90.90	1.08
Attained, not enrolled	1,570	81.84	1.25
No degree, still enrolled	9,100	92.95	1.06
No degree, not enrolled	4,280	74.35	1.34
Retention and attainment at first institution, 3-year total 2006			
Associate's or bachelor's degree	1,300	94.49	1.06
Certificate	1,150	75.62	1.33
No degree, still enrolled	7,490	92.10	1.07
No degree, transferred or left without return	6,190	79.27	1.24
Parent's highest education level, 2003–04			
Did not complete high school	1,010	79.88	1.28
High school diploma or equivalent	4,020	80.80	1.23
Vocational or technical training	640	86.10	1.16
Less than two years of college	1,260	86.84	1.14
Associate's degree	1,200	85.46	1.16
2 or more years of college but no degree	840	84.65	1.17
Bachelor's degree	3,500	90.63	1.09
Master's degree or equivalent	2,260	90.74	1.08
First-professional degree	420	95.22	1.05
Doctoral degree or equivalent	630	90.72	1.06
Do not know parent's education level	350	76.88	1.32
Applied for any aid, 2003–04			
Yes	14,240	85.50	1.16
No	1,880	86.71	1.15

See notes at end of table.

Table 38. Weight adjustment factors for nonresponse for the BPS:04/09 longitudinal (panel) weights: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Aid package by type of aid, 2003–04			
Grants only	4,560	86.42	1.15
Loans only	900	86.16	1.20
Work-study only	90	88.30	1.10
Other only	180	83.00	1.21
Grants and loans	3,350	81.95	1.20
Grants and work-study	500	89.50	1.10
Grants and other	240	84.77	1.17
Loans and work-study	80	89.18	1.13
Loans and other	320	93.90	1.11
Work-study and other	10	74.40	1.43
Grants, loans, and work-study	1,190	93.99	1.04
Grants, loans, and other	770	86.46	1.12
Grants, work-study, and other	30	84.26	1.16
Loans, work-study, and other	30	99.96	1.00
Grants, loans, work-study, and other	320	95.99	1.04
No aid received	3,570	84.79	1.18
Pell Grant recipient			
Yes	5,870	81.93	1.20
No	10,260	87.78	1.13
Pell Grant amount received (in dollars)			
None	10,260	87.78	1.13
\$2,000 or less	1,940	81.63	1.22
2,001 to \$3,700	2,020	80.92	1.21
More than \$3,700	1,910	83.55	1.18
Stafford Loan recipient			
Yes	6,550	85.77	1.15
No	9,570	85.65	1.16
Stafford Loan amount received (in dollars)			
None	9,570	85.65	1.16
\$2,625 or less	1,090	84.08	1.16
\$2,625	3,560	93.80	1.06
More than \$2,625	1,900	75.70	1.32
Federal aid recipient			
Yes	9,870	85.35	1.16
No	6,250	86.10	1.15
Federal aid amount received (in dollars)			
None	6,250	86.10	1.15
\$2,831 or less	3,270	85.66	1.15
\$2,832 to \$6,625	3,410	86.46	1.16
More than \$6,625	3,200	83.88	1.16
Institutional aid recipient			
Yes	5,190	91.48	1.07
No	10,930	83.73	1.19

See notes at end of table.

Table 38. Weight adjustment factors for nonresponse for the BPS:04/09 longitudinal (panel) weights: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
State aid recipient			
Yes	3,940	89.31	1.11
No	12,180	84.74	1.17
PLUS amount received (in dollars)			
None	14,710	85.27	1.16
\$5,825 or less	460	89.38	1.10
\$5,826 to \$10,207	480	91.00	1.08
More than \$10,207	470	93.92	1.06
Data available from Central Processing System (CPS) 2003–04			
Yes	11,980	86.39	1.14
No	4,140	84.20	1.19
In field cluster			
Yes	820	55.48	1.74
No	15,300	88.42	1.12
NPSAS:04 interview respondent			
Yes	15,880	86.91	1.15
No	250	64.98	1.52
BPS:04/06 interview respondent			
Yes	13,900	93.70	1.07
No	2,220	58.11	1.68
Chi-square automatic interaction detection (CHAID) segments			
No degree, no transfer, and not enrolled at first institution anytime in 2005-06			
Base year institution located in AR, OH, KS, WA, PR, AL, IA, CT, DE, IN, KY, OR, or ND and BPS:04/06 interview respondent	590	97.05	1.02
Base year institution located in AR, OH, KS, WA, PR, AL, IA, CT, DE, IN, KY, OR, or ND and BPS:04/06 interview nonrespondent	140	80.33	1.20
Base year institution located in MO, WI, NC, or SC and no federal aid	80	95.46	1.02
Base year institution located in MO, WI, NC, or SC and received federal aid	140	97.53	1.03
Base year institution located in MD, WV, AZ, OK, IL, MS, NH, AK, or AR and BPS:04/06 interview respondent	270	91.50	1.09
Base year institution located in MD, WV, AZ, OK, IL, MS, NH, AK, or AR and BPS:04/06 interview nonrespondent	70	59.83	1.58
Base year institution located in VA, LA, NE, ME, ID, SD, WY, DC, MT, or VT	210	99.49	1.00
Base year institution located in other states and BPS:04/06 interview respondent	1,300	96.03	1.04
Base year institution located in other states and BPS:04/06 interview nonrespondent	280	66.61	1.50

See notes at end of table.

Table 38. Weight adjustment factors for nonresponse for the BPS:04/09 longitudinal (panel) weights: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
No degree, transferred from first institution by June 2006			
Base year institution located in AR, AZ, IA, CT, IN, KY, MS, NE, WY, UT, NH, AK, VT, FL, TN, OH, VA, WA, PR, or RI and BPS:04/06 interview respondent	870	84.56	1.20
Base year institution located in ID, WV, NJ, PA, OK, AL, DE, IL, WI, LA, MN, NV, NC, OR, SC, DC, MT, or ME and BPS:04/06 interview respondent	650	88.89	1.13
Base year institution located in CO, KS, or MA and BPS:04/06 interview respondent	90	70.22	1.45
Base year institution located in other states and BPS:04/06 interview respondent	790	83.27	1.22
Base year institution located in AR, WV, NJ, CA, OK, NY, NE, NM, DC, MT and BPS:04/06 interview nonrespondent	120	33.53	2.18
Base year institution located in TN, CO, IL, WI, IN, NV, TX, UT, or AK and BPS:04/06 interview nonrespondent	210	58.90	2.09
Base year institution located in MO, MD, PR, AL, DE, or SC and BPS:04/06 interview nonrespondent	30	20.83	1.76
Base year institution located in WA, CT, KY, SD, NC, OR, WY, HI, or ME and BPS:04/06 interview nonrespondent	90	82.89	1.73
Base year institution located in other states and BPS:04/06 interview nonrespondent	240	47.28	2.13
No degree, still enrolled at first institution anytime in 2005-06			
Base year institution located in AR, IA, WI, MS, NE, NV, NC, ME, ND	870	98.35	1.01
Base year institution located in FL, AZ, OK, or NM and BPS:04/06 interview respondent	400	96.95	1.03
Base year institution located in FL, AZ, OK, or NM and BPS:04/06 interview nonrespondent	70	47.01	2.09
Base year institution located in other states and aid package was grants, loans, and work study	370	98.55	1.01
Base year institution located in other states and aid package is loans only, work study only, grants and loans, or loans and work study	1,420	90.33	1.09
Base year institution located in other states and other types of aid packages	1,370	93.61	1.06
Base year institution located in WY, NH, MT, AK, VT, OH, CO, VA, PA, IN, KY, LA, OR, SC, or HI	1,590	95.16	1.05
Base year institution located in WV, NJ, WA, AL, DE, GA, SD, TX, or DC and type of institution is public less-than-2-year, private-for-profit less-than-2-year, or private-for-profit 2 years or more	30	37.56	1.74
Base year institution located in WV, NJ, WA, AL, DE, GA, SD, TX, or DC and type of institution is public 2-year	430	85.11	1.23
Base year institution located in WV, NJ, WA, AL, DE, GA, SD, TX, or DC and type of institution is public 4-year non-doctorate-granting, public 4-year doctorate granting, private nonprofit less than 4-year, private-nonprofit 4-year non-doctorate-granting, or private-nonprofit 4-year doctorate granting.	930	96.92	1.02

See notes at end of table.

Table 38. Weight adjustment factors for nonresponse for the BPS:04/09 longitudinal (panel) weights: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Attained certificate at first institution			
Base year institution located in AR, KS, VA, NJ, IA, GA, WI, KY, LA, MN, NV, NM and BPS:04/06 interview respondent	230	92.28	1.10
Base year institution located in ID, WV, PR, DE, NE, NC, SC, WY, NH, HI, RI, MD, AZ, CT, MS and BPS:04/06 interview respondent	110	76.67	1.52
Base year institution located in PA, MA, UT, DC, ME and BPS:04/06 interview respondent	80	74.20	1.47
Base year institution is located in other states and BPS:04/06 interview respondent	80	34.93	2.74
BPS:04/06 interview nonrespondent	660	85.51	1.20
Attained bachelor's degree at first institution, or attained associate's degree at first institution and base year institution located in FL, KS, MO, WV, CA, AL, IA, DE, IL, NE, NV, OR, WY, OH, ID, CO, WA, KY, LA, MI, SD, NM, NC, SC, NH, HI, MT, RI, or ND	720	94.08	1.06
Attained associate's degree at first institution and base year institution is located in other states and age 23 or younger in 2003	490	95.64	1.04
Attained associate's degree at first institution and base year institution is located in other states and age 24 or older in 2003	90	92.27	1.10

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell grant amount and Stafford loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

To ensure population coverage and consistency with the BPS04/09 study weight, and the BPS:04/06 and NPSAS:04 weights, the BPS:04/09 panel weight was adjusted to control totals determined by the BPS:04/09 study weight sums. Deceased cases were not included in either the control totals or the set of cases in the adjustment. This adjustment was also implemented using the SUDAAN WTADJUST procedure. The control totals for the BPS:04/09 panel weights were obtained by summing the BPS:04/09 study weights (WTA000). The control variables were the same enrollment and aid variables that were used for the BPS:04/09 study weight and the BPS:04/06 analysis weight. Table 39 presents the variables used for the calibration, the values of the control totals, and the average weight adjustment factors for each variable. Statistics for the nonresponse weight adjustment factors are the following:

- Minimum: 0.69;
- Median: 1.00; and
- Maximum: 1.46.

The response-adjusted, calibrated panel weight is the variable WTB000 on the data file.

Table 39. Control totals and sums of weights for eligible cases for the BPS:04/09 panel weight raking adjustment: 2009

Model predictor variables	Control total	Panel weights -- average weight adjustment factor
Total	3,746,295	1.00
Total fall undergraduate enrollment	3,199,574	1.00
Fall enrollment, by institution type		
Public		
Less-than-2-year	43,700	1.04
2-year	1,242,966	1.00
4-year non-doctorate-granting	333,965	0.99
4-year doctorate-granting	623,377	1.00
Private nonprofit		
Less than 4-year	34,623	1.03
4-year non-doctorate-granting	298,554	1.02
4-year doctorate-granting	198,107	0.98
Private for-profit		
Less-than-2-year	200,697	1.01
2 years or more	223,583	1.05
Non-fall enrollment, by institution type		
Public		
Less-than-2-year	43,378	1.03
2-year	1,505,878	1.00
4-year non-doctorate-granting	344,941	0.99
4-year doctorate-granting	614,269	1.00
Private nonprofit		
Less than 4-year	36,717	1.02
4-year non-doctorate-granting	319,078	1.02
4-year doctorate-granting	194,066	0.98
Private for-profit		
Less-than-2-year	208,671	1.00
2 years or more	263,162	1.01
Amount of Pell Grants awarded, by institution type (in dollars)		
Public		
Less-than-2-year	\$ 53,793,325	1.03
2-year	987,176,888	0.99
4-year non-doctorate-granting	326,046,179	1.01
4-year doctorate-granting	420,302,200	1.01
Private nonprofit		
Less than 4-year	82,072,863	1.01
4-year non-doctorate-granting	273,647,143	1.05
4-year doctorate-granting	115,766,595	1.00
Private for-profit		
Less-than-2-year	598,631,871	1.01
2 years or more	492,562,087	0.96

See notes at end of table.

Table 39. Control totals and sums of weights for eligible cases for the BPS:04/09 panel weight raking adjustment: 2009—Continued

Model predictor variables	Control total	Panel weights -- average weight adjustment factor
Amount of Stafford Loans awarded, by institution type (in dollars)		
Public		
Less-than-2-year	\$ 40,072,780	1.05
2-year	401,473,395	0.99
4-year non-doctorate-granting	452,192,315	1.01
4-year doctorate-granting	784,412,732	1.01
Private nonprofit		
Less than 4-year	70,300,924	1.05
4-year non-doctorate-granting	610,392,641	1.03
4-year doctorate-granting	313,355,130	0.98
Private for-profit		
Less-than-2-year	665,887,187	1.00
2 years or more	1,108,476,038	0.99
Number of fall freshmen, by institution type		
Public		
Less-than-2-year	43,363	1.04
2-year	1,039,308	0.99
4-year non-doctorate-granting	320,880	1.00
4-year doctorate-granting	607,943	1.00
Private nonprofit		
Less than 4-year	36,850	1.02
4-year non-doctorate-granting	297,512	1.01
4-year doctorate-granting	191,197	0.98
Private for-profit		
Less-than-2-year	221,174	1.01
2 years or more	224,368	1.06
Fall full-time freshmen enrollment, by institution type		
Public		
Less-than-2-year	25,855	1.05
2-year	628,624	0.99
4-year non-doctorate-granting	292,891	0.99
4-year doctorate-granting	587,041	1.00
Private nonprofit		
Less than 4-year	32,490	1.02
4-year non-doctorate-granting	282,847	1.01
4-year doctorate-granting	186,294	0.98
Private for-profit		
Less-than-2-year	196,685	1.02
2 years or more	196,903	1.06
Fall full-time freshmen receiving loans, by institution type		
Public		
Less-than-2-year	6,798	1.07
2-year	106,245	0.97
4-year non-doctorate-granting	131,000	1.00
4-year doctorate-granting	258,939	1.01
Private nonprofit		
Less than 4-year	14,082	1.07
4-year non-doctorate-granting	174,260	1.02
4-year doctorate-granting	98,419	0.99

See notes at end of table.

Table 39. Control totals and sums of weights for eligible cases for the BPS:04/09 panel weight raking adjustment: 2009—Continued

Model predictor variables	Control total	Panel weights -- average weight adjustment factor
Private for-profit		
Less-than-2-year	156,147	1.02
2 years or more	184,539	1.03
Amount of loans for fall full-time freshmen, by institution type		
Public		
Less-than-2-year	\$ 30,812,263	1.07
2-year	287,418,487	0.97
4-year non-doctorate-granting	456,981,660	1.00
4-year doctorate-granting	958,683,761	1.01
Private nonprofit		
Less than 4-year	63,879,653	1.07
4-year non-doctorate-granting	780,073,727	1.02
4-year doctorate-granting	500,662,774	0.99
Private for-profit		
Less-than-2-year	670,258,172	1.02
2 years or more	1,046,332,274	1.03
Fall full-time freshmen receiving federal grants, by institution type		
Public		
Less-than-2-year	18,573	1.04
2-year	244,510	0.97
4-year non-doctorate-granting	104,860	1.02
4-year doctorate-granting	152,073	1.01
Private nonprofit		
Less than 4-year	24,491	1.00
4-year non-doctorate-granting	100,945	1.04
4-year doctorate-granting	42,537	1.00
Private for-profit		
Less-than-2-year	192,864	1.04
2 years or more	156,518	0.99
Amount of federal grants for fall full-time freshmen, by institution type		
Public		
Less-than-2-year	\$ 45,434,148	1.04
2-year	667,666,709	0.97
4-year non-doctorate-granting	314,444,744	1.02
4-year doctorate-granting	459,752,080	1.01
Private nonprofit		
Less than 4-year	79,273,524	1.00
4-year non-doctorate-granting	315,420,406	1.04
4-year doctorate-granting	157,065,462	1.00
Private for-profit		
Less-than-2-year	570,173,299	1.04
2 years or more	432,959,930	0.99

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table 40 summarizes the weight distributions and the variance inflation due to unequal weighting by type of institution. The median student study weight ranges from 73 for students whose base year institution was private nonprofit less than 4-year to 236 for students whose base year institution was private for-profit 2 years or more. The mean student study weight ranges from

102 for students whose base year institution was private nonprofit less than 4-year to 325 for students whose base year institution was private-for-profit 2 years or more. The unequal weighting effect overall is 2.22, and ranges from 1.40 for students whose base year institution was public 4-year doctorate-granting to 3.37 for students whose base year institution was private nonprofit less than 4-year.

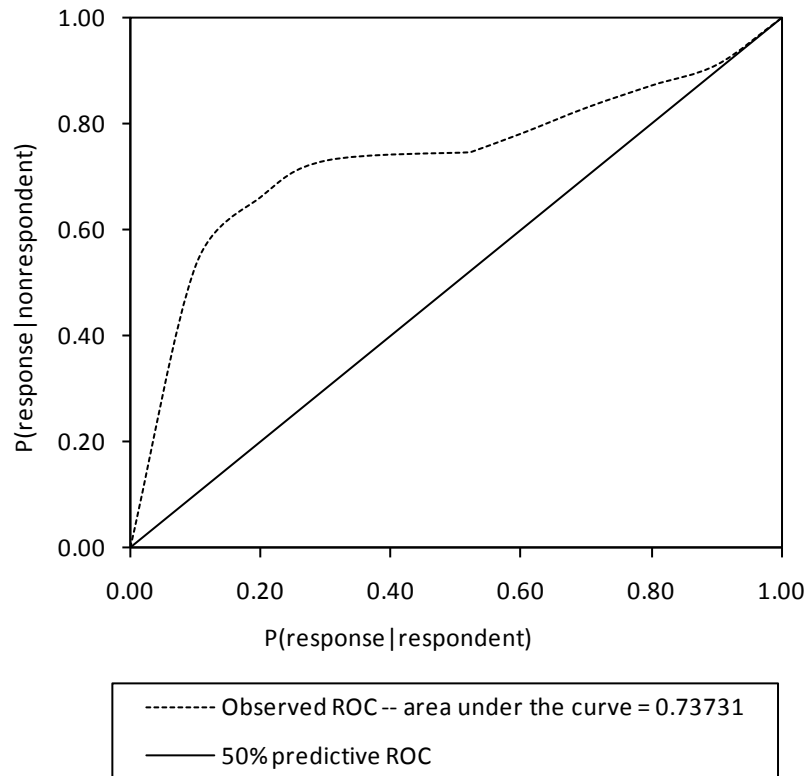
Table 40. Weight distribution and unequal weighting effects for the NPSAS:04 - BPS:04/06 - BPS:04/09 longitudinal study weight, by type of institution: 2009

Type of institution	Minimum	First quartile	Median	Third quartile	Maximum	Mean	Unequal weighting effect
Total	0.91	96.20	169.09	277.18	5299.73	232.36	2.22
Institutional sector							
Public							
Less-than-2-year	6.32	39.25	76.75	145.09	1324.78	128.99	2.58
2-year	2.44	119.58	204.35	348.28	5299.73	301.91	2.24
4-year non-doctorate-granting	0.91	111.98	213.56	311.41	1975.74	239.44	1.64
4-year doctorate-granting	3.12	126.62	216.20	265.98	1611.54	211.25	1.40
Private nonprofit							
Less than 4-year	1.31	40.85	73.44	119.44	2301.75	102.00	3.37
4-year non-doctorate-granting	1.22	72.34	133.05	193.77	1744.19	155.90	1.80
4-year doctorate-granting	1.23	78.50	115.18	146.16	2817.56	128.86	1.79
Private for-profit							
Less-than-2-year	1.19	27.46	153.58	340.11	2937.87	243.95	2.62
2 years or more	2.85	133.83	235.87	381.02	3073.49	324.86	2.07

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

To assess the overall predictive ability of the nonresponse model, an ROC curve, described in section 6.1.1, was used to provide a measure of how well the model correctly classified individuals of known response type. The plot of the first probability against the second (that is, the proportion of respondents with a predicted probability of response greater than c versus the proportion of nonrespondents with a predicted probability of response greater than c), for c ranging from 0 to 1, resulted in the ROC curve shown in figure 23. This figure shows that the area under the ROC curve is 0.74 such that 74 percent of the time (or more than 7 of 10 pairings) the predicted probabilities give the correct classification. The Wilcoxon test ($T = 0.74$) result fails to support the null hypothesis of no predictive ability ($p < 0.05$). This level of discrimination implies that the variables used in the model are highly informative but not definite predictors of a sample student's overall response propensity.

Figure 23. Receiver operating characteristics (ROC) curve for NPSAS:04 - BPS:04/06 - BPS:04/09 longitudinal study response propensity: 2009



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

6.1.3 Analysis Weights for Cases with Transcript Data

A weight was also constructed for analyzing the cases with transcript data. Of the 18,640 students who were eligible for BPS:04/06, 110 were deceased, 16,960 had some transcript data and met the definition of a “transcript respondent,” and the remaining 1,580 were considered nonrespondents for this weight.

As with the weights described in sections 6.1.1 and 6.1.2, the initial weight was the BPS:04/06 analysis weight. An adjustment was made for nonresponse using a model-based constrained logistic weighting procedure, then the weights were calibrated to the sums of the BPS:04/09 study weights for eligible cases. The procedure `WTADJUST` in `SUDAAN` was used to implement the nonresponse and calibration adjustments.

The first adjustment was for nonresponse, that is, not having transcript data. The adjustment model included the 18,540 cases who were not deceased, with the response indicator set to 1 for the 16,960 cases with transcript data and set to 0 for the 1,580 cases who were nondeceased transcript nonrespondents. Predictor variables were chosen if considered to be predictive of response status and were nonmissing for both study respondents and nonrespondents. Variables used in the nonresponse adjustment models for NPSAS and BPS were also included. Candidate predictor variables included the same set of variables that was used for the study weight (see section 6.1.1).

Variables included in the nonresponse modeling included all of the candidate predictor variables as well as certain important interaction terms identified using CHAID was run for up to three segments, resulting in the identification of two-way and three-way interactions. Seven variables that made up the CHAID interaction terms for the student transcript weight adjustment were: the state in which the base year institution is located, type of institution, whether the student was a BPS:04/06 interview respondent, retention and attainment through 2006, base year institution undergraduate enrollment, race/ethnicity, and type of aid package.

Table 41 shows the predictor variables used in the model to adjust the weight and the average weight adjustment factors resulting from these variables. The nonresponse weight adjustment factors have the following characteristics:

- Minimum: 1.00;
- Median: 1.01; and
- Maximum: 3.45

Table 41. Weight adjustment factors for nonresponse for the BPS:04/09 student transcript weight: 2009

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Total	16,960	91.42	1.09
Type of institution			
Public			
Less-than-2-year	400	74.74	1.29
2-year	5,840	91.68	1.08
4-year non-doctorate-granting	1,540	90.41	1.09
4-year doctorate-granting	2,940	95.94	1.04
Private nonprofit			
Less than 4-year	480	89.00	1.12
4-year	3,650	96.25	1.03
Private for-profit	2,110	82.63	1.27
NPSAS institution control 2003-04			
Public	10,720	92.18	1.08
Private nonprofit	4,130	95.71	1.04
Private for-profit	2,110	82.63	1.27
NPSAS institution level 2003-04			
Less-than-2-year	1,550	74.26	1.36
2-year	6,880	91.31	1.09
4-year	8,530	94.54	1.05
In 12 state NPSAS:04 representative sample			
Yes	8,610	92.57	1.07
No	8,340	90.58	1.12
Bureau of Economic Analysis code (Office of Business Economics [OBE]) Region			
New England (CT ME MA NH RI VT)	1,100	90.90	1.10
Mid East (DE DC MD NJ NY PA)	2,470	93.74	1.06
Great Lakes (IL IN MI OH WI)	2,920	91.62	1.09
Plains (IA KS MN MO NE ND SD)	1,700	86.18	1.11
SE (AL AR FL GA KY LA MS NC SC TN VA WV)	3,840	91.20	1.09
Southwest (AZ NM OK TX)	1,910	94.31	1.08
Rocky Mountains (CO ID MT UT WY)	600	96.71	1.05
Far West (AK CA HI NV OR WA)	2,160	87.91	1.14
Other jurisdictions (PR)	270	99.59	1.01
Institution enrollment size			
1,821 or fewer	3,920	85.82	1.18
1,822 to 6,690	4,290	91.95	1.06
6,691 to 16,522	4,310	91.24	1.10
More than 16,522	4,430	94.92	1.03
Age as of 12/31/03			
15–18	7,890	93.53	1.06
19	4,330	92.44	1.08
20–23	1,900	88.50	1.15
24–29	1,150	89.25	1.15
30 or older	1,690	86.63	1.18

See notes at end of table.

Table 41. Weight adjustment factors for nonresponse for the BPS:04/09 student transcript weight: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Gender			
Male	7,090	91.90	1.09
Female	9,870	91.07	1.10
Race/ethnicity			
White	10,820	92.25	1.08
Black or African American	2,200	89.46	1.12
Hispanic or Latino	2,260	89.45	1.14
Asian	780	90.51	1.11
American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Other, More than one race	890	93.47	1.07
Citizenship status, 2003–04			
US citizen	16,040	91.59	1.09
Resident alien	730	87.30	1.17
Foreign or international student	190	95.72	1.05
Number of institutions attended 2003–04 (NPSAS)			
1	15,670	91.10	1.10
2 or 3	1,290	97.03	1.02
Enrollment pattern 2003–04 (NPSAS)			
Enrolled mostly full-time	14,090	92.05	1.09
Enrolled mostly part-time	2,480	89.67	1.11
Enrolled full-time & part-time equally	390	89.52	1.10
Any dependent children 2003–04 (NPSA)			
Yes	2,490	85.85	1.19
No	14,470	92.62	1.08
Number of family members in college for independent student, or dependent student in 2003–04			
1	3,660	87.91	1.16
2	330	84.85	1.22
3 or 4	40	90.95	1.14
Dependent student	12,920	92.92	1.07
Total income by dependency, 2003–04			
Dependent student			
Less than \$10,000	730	91.42	1.08
\$10,000–\$19,999	1,070	92.51	1.07
\$20,000–\$29,999	1,320	89.92	1.11
\$30,000–\$39,999	1,300	91.91	1.09
\$40,000–\$49,999	1,170	94.67	1.06
\$50,000–\$59,999	1,080	92.22	1.08
\$60,000–\$69,999	1,190	91.49	1.09
\$70,000–\$79,999	910	92.87	1.07
\$80,000–\$99,999	1,550	94.23	1.05
\$100,000 or more	2,610	95.21	1.04

See notes at end of table.

Table 41. Weight adjustment factors for nonresponse for the BPS:04/09 student transcript weight: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Independent student			
Less than \$10,000	770	87.58	1.14
\$10,000–\$19,999	1,450	86.93	1.17
\$20,000–\$29,999	670	87.11	1.17
\$30,000–\$49,999	630	88.20	1.17
\$50,000 or more	510	89.30	1.15
Degree plans first year, 2003–04			
Certificate	2,320	81.66	1.25
Associate's degree	5,440	91.35	1.09
Bachelor's degree	7,890	94.40	1.05
No degree	1,310	91.95	1.08
Degree types attained through 2006			
Certificate only, associate's only, or certificate and associate's	2,640	87.78	1.17
Associate's and bachelor's or bachelor's only	210	93.13	1.06
Never attained	14,100	92.04	1.08
Highest degree attained anywhere, 2006			
Certificate	1,380	82.13	1.26
Associate's	1,260	93.78	1.07
Bachelor's degree	210	93.13	1.06
Never attained	14,100	92.04	1.08
Persistence and attainment anywhere, 2006			
Attained, still enrolled	1,240	93.81	1.07
Attained, not enrolled	1,620	83.46	1.23
No degree, still enrolled	9,150	93.75	1.05
No degree, not enrolled	4,960	89.39	1.12
Retention and attainment at first institution 3-year total 2006			
Bachelor's degree	200	92.69	1.07
Associate's degree	1,100	93.10	1.08
Certificate	1,250	81.45	1.27
No degree, still enrolled	7,470	91.98	1.07
No degree, transferred	3,350	97.31	1.02
No degree, left without return	3,600	88.67	1.14
Parent's highest education level, 2003–04			
Did not complete high school	1,110	85.90	1.18
High school diploma or equivalent	4,380	89.52	1.12
Vocational or technical training	680	93.22	1.07
Less than two years of college	1,310	92.19	1.07
Associate's degree	1,280	93.42	1.07
2 or more years of college but no degree	890	89.89	1.12
Bachelor's degree	3,580	93.59	1.06
Master's degree or equivalent	2,290	93.87	1.06
First-professional degree	420	95.15	1.04
Doctoral degree or equivalent	630	92.66	1.07
Do not know parent's education level	400	87.43	1.17

See notes at end of table.

Table 41. Weight adjustment factors for nonresponse for the BPS:04/09 student transcript weight: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Applied for any aid, 2003–04			
Yes	14,940	91.26	1.09
No	2,010	92.30	1.09
Aid package by type of aid, 2003–04			
Grants only	4,750	91.61	1.09
Loans only	970	91.27	1.13
Work-study only or Work-study and other	110	97.32	1.02
Other only	200	94.23	1.10
Grants and loans	3,600	89.99	1.11
Grants and work-study	520	94.16	1.04
Grants and other	250	92.30	1.09
Loans and work-study	80	94.00	1.05
Loans and other	320	93.26	1.11
Grants, loans, and work-study	1,190	95.13	1.04
Grants, loans, and other	780	87.55	1.13
Grants, work-study, and other	20	82.59	1.27
Loans, work-study, and other with and without grants	340	94.09	1.07
No aid received	3,830	91.46	1.09
Pell Grant recipient			
Yes	6,260	89.32	1.12
No	10,700	92.59	1.08
Pell Grant amount received (in dollars)			
None	10,700	92.59	1.08
\$2,000 or less	2,070	89.43	1.11
\$2,001 to \$3,700	2,170	89.44	1.12
More than \$3,700	2,020	89.03	1.12
Stafford Loan recipient			
Yes	6,870	90.70	1.10
No	10,090	91.81	1.09
Stafford Loan amount received (in dollars)			
None	10,090	91.81	1.09
\$2,624 or less	1,190	89.29	1.10
\$2,625	3,570	94.25	1.06
More than \$2,625	2,110	86.61	1.17
Federal aid recipient			
Yes	10,350	90.83	1.10
No	6,610	92.14	1.08
Federal aid amount received (in dollars)			
None	6,610	92.14	1.08
\$2,831 or less	3,450	92.16	1.09
\$2,832 to \$6,625	3,550	90.33	1.10
More than \$6,625	3,340	89.77	1.11
Institutional aid recipient			
Yes	5,250	94.44	1.05
No	11,710	90.40	1.11

See notes at end of table.

Table 41. Weight adjustment factors for nonresponse for the BPS:04/09 student transcript weight: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
State aid recipient			
Yes	4,120	94.55	1.05
No	12,830	90.60	1.10
PLUS amount received (in dollars)			
None	15,540	91.50	1.09
Less than \$5,825	460	85.31	1.12
\$5,825 to \$10,207	490	91.92	1.10
More than \$10,207	470	94.46	1.07
Data available from Central Processing System (CPS), 2003–04			
Yes	12,470	91.15	1.10
No	4,480	92.02	1.08
In BPS:04/09 field cluster			
Yes	1,210	85.04	1.18
No	15,740	92.00	1.09
NPSAS:04 interview respondent			
Yes	16,620	91.63	1.09
No	340	87.89	1.16
BPS:04/06 interview respondent			
Yes	13,700	92.24	1.08
No	3,260	88.60	1.14
Chi-square automatic interaction detection (CHAID) segments			
Base year institution located in AR, AZ, NY, TX and is public 2-year, public 4-year non-doctorate-granting, or public 4-year doctorate-granting	1,840	98.13	1.02
Base year institution located in WA, LA, NE, OR, UT and is public 2-year, public 4-year non-doctorate-granting, or public 4-year doctorate-granting	970	94.96	1.04
Base year institution located in DE or PA and is public 2-year, public 4-year non-doctorate-granting, or public 4-year doctorate-granting	420	99.76	1.00
Base year institution located in AR, AZ, PA, NY, WA, DE, LA, NE, OR, TX, or UT			
Institution type is public less-than-2-year, private nonprofit less than 4-year, private nonprofit non-doctorate-granting, or private for-profit 2 years or more	1,190	99.05	1.01
Institution type is private nonprofit 4-year doctorate-granting and undergraduate enrollment is less than 4,178	140	97.05	1.03
Institution type is private nonprofit 4-year doctorate-granting and undergraduate enrollment is between 4,178 and 6,646	60	98.01	1.02
Institution type is private nonprofit 4-year doctorate-granting and undergraduate enrollment is more than 6,646	400	98.64	1.01
Base year institution located in AR, WA, DE, LA, NE, TX and is private for-profit less-than-2-year	280	84.51	1.19
Base year institution located in AZ, NY, OR, PA, UT and is private for-profit less-than-2-year	110	50.10	2.07

See notes at end of table.

Table 41. Weight adjustment factors for nonresponse for the BPS:04/09 student transcript weight: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Base year institution located in FL or IA	1,120	94.30	1.06
Base year institution located in TN, OH, CO, MD, IL, WI, MA, RI and undergraduate enrollment 593 or fewer students	300	63.94	1.49
Base year institution located in CO, IL, MA, OH, MD, WI, RI, TN and undergraduate enrollment is between 593 and 4,178 students	960	92.82	1.07
Base year institution located in OH, CO, MD, IL, WI, MA, RI and undergraduate enrollment is between 4,178 and 6,646 students	330	97.30	1.02
Base year institution located in TN or CO and undergraduate enrollment is between 6,646 and 9,971 students	70	77.53	1.25
Base year institution located in IL, OH, MD, MA, RI, WI and undergraduate enrollment is between 6,646 and 9,971 students	240	84.55	1.17
Base year institution located in TN, OH, CO, MD, IL, WI, MA, RI and undergraduate enrollment between 9,971 and 14,068	310	92.88	1.06
Base year institution located in TN, OH, CO, MD, IL, WI, MA, RI and undergraduate enrollment more than 14,068 students, or base year institution located in ID, SD, NM, WY, MT, AK, VT	1,370	98.03	1.02
Base year institution located in KS, NJ, CA, OK, AL, CT, KY, OK Undergraduate enrollment less than or equal to 593 and aid package is grants, loans, work study; loans only; loans and work study; grants and work study; or loans and other type of aid	70	95.12	1.06
Undergraduate enrollment less than or equal to 593 and aid package is no aid; grants only; other aid only; grants, works study and other aid; grants, loans, or grants, loans, work study, and other aid	80	47.23	2.06
Undergraduate enrollment less than or equal to 593 and other types of aid package	140	67.03	1.51
Undergraduate enrollment between 593 and 1,485	280	73.45	1.38
Undergraduate enrollment between 1,485 and 2,406	250	99.22	1.01
Undergraduate enrollment between 2,406 and 4,178	330	93.70	1.07
Undergraduate enrollment between 4,178 and 14,068	730	79.14	1.24
Undergraduate enrollment between 14,068 and 28,881	610	93.53	1.05
Undergraduate enrollment more than 28,881 and race/ethnicity is white or black	70	71.45	1.34
Undergraduate enrollment more than 28,881 and race/ethnicity other than white or black	130	92.72	1.06
Base year institution located in MO or WV Undergraduate enrollment less than or equal 4,178 students	130	88.50	1.11
Undergraduate enrollment more than 4,178 students	160	53.27	1.88

See notes at end of table.

Table 41. Weight adjustment factors for nonresponse for the BPS:04/09 student transcript weight: 2009—Continued

Model predictor variables	Number of respondents	Weighted response rate	Average weight adjustment factor
Base year institution located in VA, MS, DC, ND			
Undergraduate enrollment less than or equal 6,646	310	83.35	1.21
Undergraduate enrollment more than 6,646 and not enrolled in 2006	60	46.30	1.91
Undergraduate enrollment more than 6,646 and enrolled in 2006	150	67.48	1.53
Base year institution located in PR, GA, MN, SC, HI			
Undergraduate enrollment less than or equal to 593	110	95.11	1.05
Undergraduate enrollment more than 593	1,740	99.79	1.00
Base year institution located in IN, MI, NV, NC, NH, ME			
Undergraduate enrollment less than or equal to 593 and BPS:04/06 interview respondent	110	95.88	1.05
Undergraduate enrollment less than or equal to 593 and BPS:04/06 interview nonrespondent	50	71.29	1.37
Undergraduate enrollment between 593 and 2,406	260	99.68	1.00
Undergraduate enrollment between 2,406 and 14,068	410	98.99	1.01
Undergraduate enrollment more than 14,068	690	99.55	1.01

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell grant amount and Stafford loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

To ensure population coverage and consistency with the BPS04/09 study weight, and the BPS:04/06 and NPSAS:04 weights, the BPS:04/09 panel transcript was adjusted to control totals determined by the BPS:04/09 study weight sums. Cases which were deceased were not included in either the control totals or in the cases included in the adjustment. This adjustment was also implemented using the SUDAAN WTADJUST procedure. Variables used to define the control totals were the same as those used for the poststratification coverage adjustments for the BPS:04/09 study weight. The control totals for the BPS:04/09 transcript weights were established by the weighted sums from the BPS:04/09 study weights.

Table 42 gives the variables used for the calibration, the values of the control totals, and the average weight adjustment factors for each variable. Statistics for the weight adjustment factors are the following:

- Minimum: 0.67,
- Median: 1.00, and
- Maximum: 1.23

The response adjusted, calibrated transcript weight is the variable WTC000 on the data file.

Table 42. Control totals and sums of weights for eligible cases for the BPS:04/09 student transcript weight raking: 2009

	Control total	Panel weights -- average weight adjustment factor
Total	3,746,295	1.00
Total fall undergraduate enrollment	3,199,574	1.00
Fall enrollment, by institution type		
Public		
Less-than-2-year	43,700	0.99
2-year	1,242,966	1.00
4-year non-doctorate-granting	333,965	0.98
4-year doctorate-granting	623,377	1.01
Private nonprofit		
Less than 4-year	34,623	0.97
4-year non-doctorate-granting	298,554	1.00
4-year doctorate-granting	198,107	1.00
Private for-profit		
Less-than-2-year	200,697	0.99
2 years or more	223,583	1.00
Non-fall enrollment, by institution type		
Public		
Less-than-2-year	43,378	0.99
2-year	1,505,878	1.00
4-year non-doctorate-granting	344,941	0.98
4-year doctorate-granting	614,269	1.01
Private nonprofit		
Less than 4-year	36,717	0.97
4-year non-doctorate-granting	319,078	1.00
4-year doctorate-granting	194,066	1.00
Private for-profit		
Less-than-2-year	208,671	0.99
2 years or more	263,162	1.00
Amount of Pell Grants awarded, by institution type (in dollars)		
Public		
Less-than-2-year	\$ 53,793,325	1.00
2-year	987,176,888	1.00
4-year non-doctorate-granting	326,046,179	0.96
4-year doctorate-granting	420,302,200	1.02
Private nonprofit		
Less than 4-year	82,072,863	0.99
4-year non-doctorate-granting	273,647,143	0.99
4-year doctorate-granting	115,766,595	1.01
Private for-profit		
Less-than-2-year	598,631,871	1.01
2 years or more	492,562,087	1.01
Amount of Stafford Loans awarded, by institution type (in dollars)		
Public		
Less-than-2-year	\$ 40,072,780	0.92
2-year	401,473,395	1.00
4-year non-doctorate-granting	452,192,315	0.98
4-year doctorate-granting	784,412,732	1.01

See notes at end of table.

Table 42. Control totals and sums of weights for eligible cases for the BPS:04/09 student transcript weight raking: 2009—Continued

	Control total	Panel weights -- average weight adjustment factor
Private nonprofit		
Less than 4-year	70,300,924	0.96
4-year non-doctorate-granting	610,392,641	1.00
4-year doctorate-granting	313,355,130	0.99
Private for-profit		
Less-than-2-year	665,887,187	0.98
2 years or more	1,108,476,038	1.01
Number of fall freshmen, by institution type		
Public		
Less-than-2-year	43,363	0.99
2-year	1,039,308	1.00
4-year non-doctorate-granting	320,880	0.98
4-year doctorate-granting	607,943	1.01
Private nonprofit		
Less than 4-year	36,850	0.97
4-year non-doctorate-granting	297,512	1.00
4-year doctorate-granting	191,197	1.00
Private for-profit		
Less-than-2-year	221,174	0.99
2 years or more	224,368	0.99
Fall full-time freshmen enrollment, by institution type		
Public		
Less-than-2-year	25,855	0.99
2-year	628,624	0.99
4-year non-doctorate-granting	292,891	0.98
4-year doctorate-granting	587,041	1.01
Private nonprofit		
Less than 4-year	32,490	0.97
4-year non-doctorate-granting	282,847	1.00
4-year doctorate-granting	186,294	1.00
Private for-profit		
Less-than-2-year	196,685	0.98
2 years or more	196,903	0.99
Fall full-time freshmen receiving loans, by institution type		
Public		
Less-than-2-year	6,798	0.91
2-year	106,245	1.00
4-year non-doctorate-granting	131,000	0.97
4-year doctorate-granting	258,939	1.01
Private nonprofit		
Less than 4-year	14,082	0.95
4-year non-doctorate-granting	174,260	1.00
4-year doctorate-granting	98,419	0.99
Private for-profit		
Less-than-2-year	156,147	0.97
2 years or more	184,539	0.99

See notes at end of table.

Table 42. Control totals and sums of weights for eligible cases for the BPS:04/09 student transcript weight raking: 2009—Continued

	Control total	Panel weights -- average weight adjustment factor
Amount of loans for fall full-time freshmen, by institution type		
Public		
Less-than-2-year	\$ 30,812,263	0.91
2-year	287,418,487	1.00
4-year non-doctorate-granting	456,981,660	0.97
4-year doctorate-granting	958,683,761	1.01
Private nonprofit		
Less than 4-year	63,879,653	0.95
4-year non-doctorate-granting	780,073,727	1.00
4-year doctorate-granting	500,662,774	0.99
Private for-profit		
Less-than-2-year	670,258,172	0.97
2 years or more	1,046,332,274	0.99
Fall full-time freshmen receiving federal grants, by institution type		
Public		
Less-than-2-year	18,573	1.00
2-year	244,510	1.00
4-year non-doctorate-granting	104,860	0.96
4-year doctorate-granting	152,073	1.01
Private nonprofit		
Less than 4-year	24,491	0.99
4-year non-doctorate-granting	100,945	0.98
4-year doctorate-granting	42,537	1.00
Private for-profit		
Less-than-2-year	192,864	1.00
2 years or more	156,518	1.00
Amount of federal grants for fall full-time freshmen, by institution type		
Public		
Less-than-2-year	\$ 45,434,148	1.00
2-year	667,666,709	1.00
4-year non-doctorate-granting	314,444,744	0.96
4-year doctorate-granting	459,752,080	1.01
Private nonprofit		
Less than 4-year	79,273,524	0.99
4-year non-doctorate-granting	315,420,406	0.98
4-year doctorate-granting	157,065,462	1.00
Private for-profit		
Less-than-2-year	570,173,299	1.00
2 years or more	432,959,930	1.00

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table 43 summarizes the weight distributions and the variance inflation due to unequal weighting by type of institution. The median student study weight ranges from 63 for students whose base year institution was private nonprofit less than 4-year to 219 for students whose base year institution was public 4-year doctorate-granting. The mean student study weight ranges from 87 for students whose base year institution was private nonprofit less than 4-year to 277 for students whose base year institution was public 2-year. The unequal weighting effect overall is 2.01,

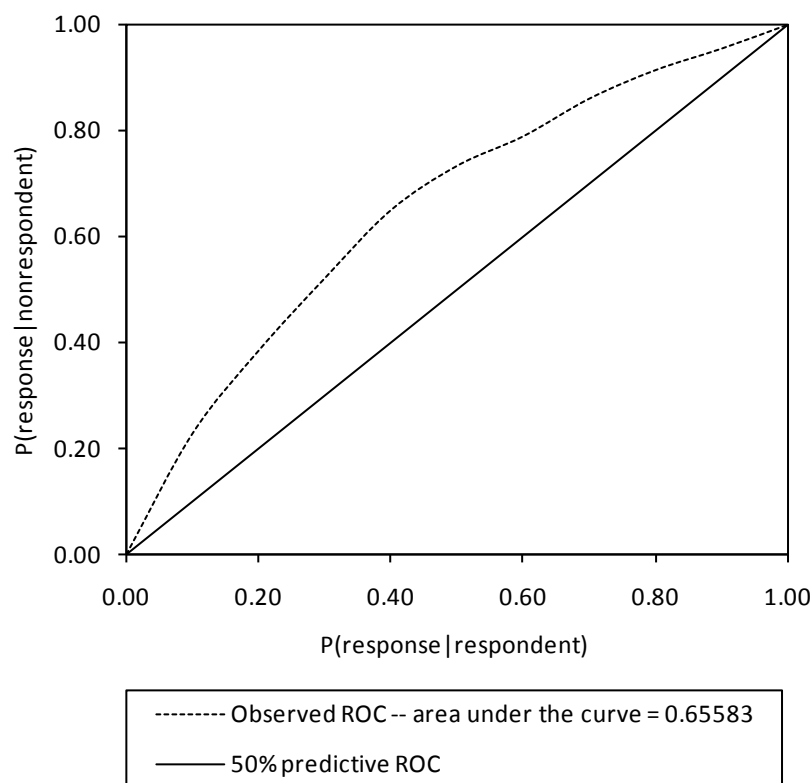
and ranges from 1.33 for students whose base year institution was public 4-year doctorate-granting to 2.77 for students whose base year institution was public less-than-2-year.

Table 43. Weight distribution and unequal weighting effects for the BPS:04/09 student transcript weight, by type of institution: 2009

Type of institution	Minimum	First quartile	Median	Third quartile	Maximum	Mean	Unequal weighting effect
Total	0.85	92.45	164.48	269.91	4264.70	220.96	2.01
Institutional sector							
Public							
Less-than-2-year	2.63	38.71	67.96	135.73	1292.43	119.53	2.77
2-year	2.06	112.55	194.74	324.79	4264.70	276.86	2.04
4-year non-doctorate-granting	0.85	110.86	202.11	313.91	1722.45	241.41	1.60
4-year doctorate-granting	3.15	129.18	218.77	271.90	1434.43	213.21	1.33
Private nonprofit							
Less than 4-year	1.28	35.36	63.04	104.64	1367.86	87.12	2.69
4-year non-doctorate-granting	1.03	70.62	135.68	194.79	1676.03	154.62	1.78
4-year doctorate-granting	1.55	79.98	117.67	152.19	1707.31	130.41	1.53
Private for-profit							
Less-than-2-year	1.29	25.68	138.95	315.84	3353.31	216.53	2.45
2 years or more	2.43	119.18	200.58	333.14	3289.90	270.63	1.95

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

To assess the overall predictive ability of the nonresponse model, an ROC curve was again used to provide a measure of how well the model correctly classified individuals of known response type. The plot of the first probability against the second (that is, the proportion of respondents with a predicted probability of response greater than c versus the proportion of nonrespondents with a predicted probability of response greater than c), for c ranging from 0 to 1, resulted in the ROC curve shown in figure 24. The area under the ROC curve is 0.66, such that 66 percent of the time (or almost 7 of 10 pairings), the predicted probabilities give the correct classification. The ROC area of 0.66 equals the value of the Wilcoxon test statistic; the Wilcoxon test fails to support the null hypothesis of no predictive ability ($p < 0.05$). This level of discrimination implies that the variables used in the model are highly informative but not definite predictors of a sample student's overall response propensity.

Figure 24. Receiver operating characteristics (ROC) curve for BPS:04/09 transcript response propensity: 2009

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

6.2 Variance Estimation

For probability-based sample surveys, most estimates are nonlinear statistics. For example, the estimate of a mean or proportion, which is expressed as

$$\bar{m} = \frac{\sum_i w_i x_i}{\sum_i w_i y_i},$$

is nonlinear because the denominator is a survey estimate of the (unknown) population total. In this situation, the variances of the estimates cannot be expressed in closed form. Two procedures for estimating variances of survey statistics are the Taylor series linearization procedure and the bootstrap replication procedure. Variables to use for both of these variance estimation procedures are available on the BPS:04/09 data files. The analysis strata and replicates created for the Taylor series procedure are discussed in section 6.2.1, and section 6.2.2 discusses the replicate weights created for the bootstrap procedure.

6.2.1 Taylor Series

The Taylor series variance estimation procedure is a well-known technique used to estimate the variances of nonlinear statistics. The procedure takes the first-order Taylor series approximation

of the nonlinear statistic and substitutes the linear representation into the appropriate variance formula based on the sample design. Woodruff (1971) presented the mathematical formulation of this procedure. NPSAS:04 provided two sets of variables for Taylor series variance estimation, and BPS:04/09 also provides two sets of variables. One set of variables is used in software that assumes that the first stage sampling units (institutions) were sampled with replacement, and does not account for the finite population correction (FPC) at the institution level of sampling. The other set of variables is used in software that will account for without replacement sampling of institutions in the calculation of variances, and does account for the FPC. Both sets of variables are provided because not all survey data analysis packages have the option to incorporate the FPC in the variance calculations. When the first stage units are sampled with very small probabilities, the estimated variances using the with replacement variance formulas and the without replacement variance formulas are almost the same, but in NPSAS:04, some institutions were sampled with high sampling probabilities.

The first set of variables described assumes that the first stage units were sampled with replacement (or with small selection probabilities). For stratified multistage surveys, the Taylor series procedure requires variance estimation strata and variance estimation primary sampling units (PSUs), also called *replicates*, defined from the sampling strata and PSUs used in the first stage of sampling. Because BPS:04/09 is a follow-up study of both NPSAS:04 and BPS:04/06, the variance estimation strata and PSUs for BPS:04/06 and BPS:04/09 were derived from the variance estimation strata and PSUs that were developed for NPSAS:04. The steps in the construction of the NPSAS:04 and BPS:04/06 stratum and PSU variables are described in chapter 6 of the NPSAS:04 Full-scale Methodology Report (Cominole et al. 2006) and chapter 6 of the BPS:04/06 Full-scale Methodology Report (Cominole et al. 2007).

The variance estimation formulas require at least two PSUs in each stratum. The NPSAS:04 variance estimation strata and PSUs were examined for the BPS:04/09 sample, and strata with only one PSU were combined with other strata to obtain at least two PSUs. The following three rules were used: variance estimation strata were combined with other variance estimation strata within the original NPSAS:04 sampling strata, certainty schools were combined with other certainty schools, and noncertainty schools were combined with other noncertainty schools. In addition, the original sort order that was used for constructing the NPSAS:04 variance estimation strata and PSUs was used. A variance estimation stratum was combined with the next stratum in the sorted list. If the stratum was the first in the sorted list, then it was combined with the next stratum in the list. The single PSU then became an additional PSU in the new variance estimation strata. The resulting variance estimation strata and PSUs for BPS:04/09 analyses using the study, panel, or transcript weight are the variables BPS09STR and BPS09PSU.

The second set of variables that were created are to be used with software that allow for approximating variances using without replacement sampling and account for the FPC (which may reduce the estimate of the variance contribution at the first stage of sampling). The variables FB09STR, FB09PSU, FB09SSU and B9PSUCNT are comparable to the NPSAS:04 variables FANALSTR, FANALPSU, FANALSSU, and PSUCOUNT, and were constructed in a similar manner. Ideally, the BPS:04/09 versions of these variables would be identical to the NPSAS:04 versions. In general, for certainty institutions, FB09STR equals the institutional sampling stratum, FANALPSU equals BPS09STR, and FANALSSU equals BPS09SSU. In the noncertainty institutions, FB09STR equals BPS09STR, FB09PSU equals BPS09PSU, and FB09SSU equals FANALSSU (which was created by randomly dividing the NPSAS:04 analysis PSUs into two parts). These variables are a by-product of the Kaufman (2004) methodology for the bootstrap variance

estimation weights (described in section 6.2.2), and the justification for using the without replacement variance formulas follows from the assumptions in that paper. Some values of the variance estimation strata, PSU, and SSU variables were combined in order to have at least 2 SSUs in each PSU, and at least 2 PSUs in each stratum.

An alternate variance estimation method using bootstrap replicate weights is also provided for users of the BPS:04/09 data, as described in section 6.2.2. Table 44 summarizes the weight and variance estimation variables and how they are used in selected software packages that allow for Taylor series variance estimation (SUDAAN, Stata, the SAS survey data analysis procedures, and IBM SPSS Complex Samples) and bootstrap variance estimation (SUDAAN, Stata, the SAS survey data analysis procedures, and WesVar). Variance estimates and design effects given in appendices in this report were produced using the bootstrap replicate weights.

Table 44. Use of analysis weights, replicate weights, and variance estimation strata and primary sampling unit (PSU) variables available from BPS:04/09 in selected survey data analysis software: 2009

Survey data analysis software	BPS:04/09 study respondents; NPSAS:04 and BPS:04/09 study respondents	Study respondents to all three of NPSAS:04, BPS:04/06, and BPS:04/09	Students with at least one transcript at BPS:04/09
Analysis weight for estimates	WTA000	WTB000	WTC000
Taylor series variance estimation (with replacement)			
Variance estimation strata and PSU variables	BPS09STR and BPS09PSU	BPS09STR and BPS09PSU	BPS09STR and BPS09PSU
Software: statements, parameters, and keywords for Taylor series variance estimation (with replacement)			
SUDAAN	DESIGN = WR WEIGHT WTA000; NEST BPS09STR BPS09PSU;	DESIGN = WR WEIGHT WTB000; NEST BPS09STR BPS09PSU;	DESIGN = WR WEIGHT WTC000; NEST BPS09STR BPS09PSU;
Stata	svyset BPS09PSU [pweight = WTA000], strata (BPS09STR) vce(LINEARIZED)	svyset BPS09PSU [pweight = WTB000], strata (BPS09STR) vce(LINEARIZED)	svyset BPS09PSU; [pweight = WTC000], strata (BPS09STR) vce(LINEARIZED)
SAS survey analysis procedures	VARMETHOD = JACKKNIFE WEIGHT WTA000; STRATA BPS09STR; CLUSTER BPS09PSU;	VARMETHOD = JACKKNIFE WEIGHT WTB000; STRATA BPS09STR; CLUSTER BPS09PSU;	VARMETHOD = JACKKNIFE WEIGHT WTC000; STRATA BPS09STR; CLUSTER BPS09PSU;
IBM SPSS complex samples	Method: WR Weight: WTA000 Strata: BPS09STR PSU: BPS09PSU	Method: WR Weight: WTB000 Strata: BPS09STR PSU: BPS09PSU	Method: WR Weight: WTC000 Strata: BPS09STR PSU: BPS09PSU
Taylor series variance estimation (without replacement)			
Variance estimation strata, PSU, SSU, and count variables	FB09STR, FB09PSU, FB09SSU, and B9PSUCNT	FB09STR, FB09PSU, FB09SSU, and B9PSUCNT	FB09STR, FB09PSU, FB09SSU, and B9PSUCNT
Software: statements, parameters, and keywords for Taylor series variance estimation (without replacement)			
SUDAAN	DESIGN = WOR WEIGHT WTA000; NEST FB09STR FB09PSU FB09SSU; TOTCNT B9PSUCNT _minus1__zero_;	DESIGN = WOR WEIGHT WTB000; NEST FB09STR FB09PSU FB09SSU; TOTCNT B9PSUCNT _minus1__zero_;	DESIGN = WOR WEIGHT WTC000; NEST FB09STR FB09PSU FB09SSU; TOTCNT B9PSUCNT _minus1__zero_;
Stata	svyset FB09PSU [pw=WTA000], strata(FB09STR) fpc(PSUCOUNT) FB09SSU, vce(LINEARIZED)	svyset FB09PSU [pw=WTB000], strata(FB09STR) fpc(PSUCOUNT) FB09SSU, vce(LINEARIZED)	svyset FB09PSU [pw=WTB000], strata(FB09STR) fpc(PSUCOUNT) FB09SSU, vce(LINEARIZED)
Bootstrap variance estimation			
Replicate weight variables	WTA001 – WTA200	WTB001 – WTB200	WTC001 – WTC200
Software: statements, parameters, and keywords for BRR variance estimation			
SUDAAN	DESIGN = BRR WEIGHT WTA000; REPWGT WTA001 – WTA200;	DESIGN = BRR WEIGHT WTB000; REPWGT WTB001 – WTB200;	DESIGN = BRR WEIGHT WTC000; REPWGT WTC001 – WTC200;

See notes at end of table.

Table 44. Use of analysis weights, replicate weights, and variance estimation strata and primary sampling unit (PSU) variables available from BPS:04/09 in selected survey data analysis software: 2009—Continued

Survey data analysis software	BPS:04/09 study respondents; NPSAS:04 and BPS:04/09 study respondents	Study respondents to all three of NPSAS:04, BPS:04/06, and BPS:04/09	Students with at least one transcript at BPS:04/09
Stata	svyset [pweight=WTA000], brrweight(WTA001 - WTA200) vce(BRR)	svyset [pweight=WTB000], brrweight(WTB001 - WTB200) vce(BRR)	svyset [pweight=WTC000], brrweight(WTC001 - WTC200) vce(BRR)
SAS survey data analysis procedures	VARMETHOD = BRR WEIGHT WTA000; REPWEIGHTS WTA001 – WTA200;	VARMETHOD = BRR WEIGHT WTB000; REPWEIGHTS WTB001 – WTB200;	VARMETHOD = BRR WEIGHT WTC000; REPWEIGHTS WTC001 – WTC200;
WesVar	Method: BRR Full sample weight: WTA000 Replicates: WTA001 – WTA200	Method: BRR Full sample weight: WTB000 Replicates: WTB001 – WTB200	Method: BRR Full sample weight: WTC000 Replicates: WTC001 – WTC200

Note: The survey data analysis software specifications are given for the following versions of the software packages: SUDAAN 10.0.1, Stata 12, SAS 9.2, IBM SPSS complex samples 20, and WesVar 4.3.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

6.2.2 Bootstrap Replicate Weights

The variance estimation strategy that was chosen for BPS:04/09 is the same as that used for NPSAS:04 and BPS:04/06 and satisfies the following requirements:

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

Commonly applied bootstrap variance estimation techniques satisfy the first five requirements. To meet the last two requirements as well, a methodology developed by Kaufman (2004) was applied, allowing for finite population correction factors at two stages of sampling. The application of Kaufman's method, which was used for NPSAS:04 and also BPS:04/06 and BPS:04/09, incorporated the finite population correction factor at the first stage only, where sampling fractions were generally high. At the second stage, where the sampling fractions were generally low, the finite population correction factor was set to 1.00.

The Kaufman methodology was used to develop a vector of bootstrap sample weights that was added to the analysis file. These weights are zero for units not selected in a particular bootstrap

sample; weights for other units are inflated for the bootstrap subsampling. The initial analytic weights for the complete sample are also included for the purposes of computing the desired estimates. The vector of replicate weights allows for computing additional estimates for the sole purpose of estimating a variance. Assuming B sets of replicate weights, the variance of any estimate, $\hat{\theta}$, can be estimated by replicating the estimation procedure for each replicate and computing a simple variance of the replicate estimates, as follows:

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

where $\hat{\theta}_b^*$ is the estimate based on the b th replicate weight and B is the total number of sets of replicate weights. Once the replicate weights are provided, this estimate can be produced by most survey software packages (e.g., SUDAAN [RTI International 2008] computes this estimate by invoking the DESIGN = BRR option).

The number of replicate weights was set at 200 for each of the NPSAS:04, BPS:04/06, and BPS:04/09 analysis weights, based on work that showed that this number of replicates has desirable properties for variance estimation in regression analyses. For the 200 replicate weights included on the weights file, both the nonresponse adjustment and the calibration process was repeated so that the variance of survey estimates would include the variability due to the weight adjustments. The analysis and replicate weights that are available on the weights file for BPS:04/09 are the following:

Type of respondents	Analysis weight	Replicate weights
Study respondents	WTA000	WTA001–WTA200
Panel respondents	WTB000	WTB001–WTB200
Cases with transcript data	WTC000	WTC001–WTC200

6.3 Overall Weighted and Unweighted Response Rates

The overall BPS:04/09 response rate is an estimate of the proportion of the study population directly represented by the respondents. Because the BPS:04/09 study includes a subsample of NPSAS:04 nonrespondents, the overall BPS:04/09 response rate is the product of the NPSAS:04 institution-level response rate times the BPS:04/09 student-level study response rate. Therefore, the overall BPS:04/09 response rates can only be estimated directly for defined institutional characteristics.

Table 45 gives the unweighted and weighted NPSAS:04 base-year institution and BPS:04/09 student response rate components by type of institution. The types of student respondents included in table 45 are the following:

- BPS:04/09 study respondents;
- BPS:04/09 interview respondents;
- Panel respondents (i.e., study respondents to all three of NPSAS:04, BPS:04/06, and BPS:04/09); and
- BPS:04/09 transcript respondents (i.e., cases with any transcript data).

Table 45. Unweighted and weighted NPSAS:04 institution response rates and BPS:04/09 student study, interview, panel, and transcript response rates, by type of institution: 2009

Type of institution (base year)	Institution response rate		Eligible sample size Respondents		Response rate		Overall response rate	
	Un-weighted	Weighted			Un-weighted	Weighted	Un-weighted	Weighted
BPS:04/09 study respondents								
Total	83.5	80.0	18,540	16,680	90.0	89.2	75.1	71.3
Public								
Less-than-2-year	76.6	74.3	540	430	79.3	79.0	60.7	58.7
2-year	85.4	77.6	6,310	5,570	88.3	87.7	75.4	68.0
4-year non-doctorate-granting	85.1	70.3	1,690	1,590	94.3	93.4	80.2	65.7
4-year doctorate-granting	86.3	87.1	3,070	2,990	97.3	96.7	84.0	84.3
Private nonprofit								
Less-than-4-year	89.0	92.6	530	440	83.4	85.5	74.3	79.2
4-year non-doctorate-granting	81.9	78.1	2,280	2,190	96.1	94.4	78.7	73.7
4-year doctorate-granting	77.7	80.8	1,520	1,490	98.0	97.5	76.2	78.8
Private for-profit								
Less-than-2-year	84.0	82.3	1,450	1,070	74.2	74.3	62.3	61.1
2 years or more	84.4	88.2	1,150	900	78.7	77.9	66.4	68.7
BPS:04/09 interview respondents								
Total	83.5	80.0	18,540	15,160	81.8	80.2	68.3	64.1
Public								
Less-than-2-year	76.6	74.3	540	420	77.0	77.5	59.0	57.6
2-year	85.4	77.6	6,310	5,010	79.4	78.1	67.8	60.6
4-year non-doctorate-granting	85.1	70.3	1,690	1,430	84.6	82.6	72.0	58.1
4-year doctorate-granting	86.3	87.1	3,070	2,720	88.4	87.2	76.3	76.0
Private nonprofit								
Less-than-4-year	89.0	92.6	530	400	75.7	79.9	67.4	74.0
4-year non-doctorate-granting	81.9	78.1	2,280	1,990	87.2	84.2	71.4	65.8
4-year doctorate-granting	77.7	80.8	1,520	1,340	88.4	86.8	68.7	70.1
Private for-profit								
Less-than-2-year	84.0	82.3	1,450	1,030	70.8	70.6	59.5	58.1
2 years or more	84.4	88.2	1,150	830	72.5	72.2	61.2	63.6
BPS:04/09 panel respondents								
Total	83.5	80.0	18,540	16,120	87.0	85.7	72.6	68.6
Public								
Less-than-2-year	76.6	74.3	540	380	70.6	71.3	54.0	53.0
2-year	85.4	77.6	6,310	5,360	85.0	83.6	72.6	64.9
4-year non-doctorate-granting	85.1	70.3	1,690	1,560	92.7	91.7	78.9	64.5
4-year doctorate-granting	86.3	87.1	3,070	2,950	95.9	95.0	82.7	82.7
Private nonprofit								
Less-than-4-year	89.0	92.6	530	420	78.7	80.3	70.1	74.3
4-year non-doctorate-granting	81.9	78.1	2,280	2,170	95.0	92.1	77.8	71.9
4-year doctorate-granting	77.7	80.8	1,520	1,480	97.0	96.5	75.4	78.0
Private for-profit								
Less-than-2-year	84.0	82.3	1,450	950	65.8	64.6	55.3	53.2
2 years or more	84.4	88.2	1,150	860	74.7	74.4	63.0	65.6
BPS:04/09 transcript respondents								
Total	83.5	80.0	18,540	16,960	91.5	91.4	76.4	73.1
Public								
Less-than-2-year	76.6	74.3	540	400	74.8	74.7	57.3	55.5
2-year	85.4	77.6	6,310	5,840	92.6	91.7	79.0	71.1
4-year non-doctorate-granting	85.1	70.3	1,690	1,540	91.0	90.4	77.5	63.6
4-year doctorate-granting	86.3	87.1	3,070	2,940	95.7	95.9	82.6	83.6

See notes at end of table.

Table 45. Unweighted and weighted NPSAS:04 institution response rates and BPS:04/09 student study, interview, panel, and transcript response rates, by type of institution: 2009—Continued

Type of institution (base year)	Institution response rate		Eligible sample size		Response rate		Overall response rate	
	Un-weighted	Weighted			Un-weighted	Weighted	Un-weighted	Weighted
Private nonprofit								
Less-than-4-year	89.0	92.6	530	480	90.0	89.0	80.1	82.4
4-year non-doctorate-granting	81.9	78.1	2,280	2,210	96.8	96.9	79.3	75.7
4-year doctorate-granting	77.7	80.8	1,520	1,440	94.5	95.1	73.5	76.9
Private for-profit								
Less-than-2-year	84.0	82.3	1,450	1,080	74.3	74.0	62.4	60.9
2 years or more	84.4	88.2	1,150	1,030	90.0	89.7	75.9	79.2

NOTE: Detail may not sum to totals because of rounding. Base-year institution response rates were obtained from the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) Methodology Report (Cominole et al. 2006, table 8, p. 48). Overall response rates are the product of the NPSAS:04 and BPS:04/09 response rates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

The institution-level response rates shown in table 45 are the percentage of institutions that provided sufficient data to select the NPSAS:04 student-level sample; these rates are presented and discussed in the NPSAS:04 Full-scale Methodology Report (Cominole et al. 2006, table 8, p. 48). Only the weighted response rates can be interpreted as estimates of the proportion of the BPS:04/09 population that is directly represented by the respondents.

Table 45 shows that, across all types of institutions, 89 percent of the eligible BPS:04/09 sample were study respondents. The rate varied from 74 percent to 97 percent, by type of institution. The overall weighted response rate, incorporating the NPSAS:04 base-year institution response rate, was 71 percent. The study analysis weight described in section 6.1 (WTA000) was developed to compensate for the potentially biasing effects of study nonresponse.

This table also shows that approximately 80 percent of the eligible sample responded to the BPS:04/09 interview. All of the study respondents, including those who did not respond to the interview, have enrollment data from either the student interview or another source, such as their transcript data or the National Student Clearinghouse (NSC) StudentTracker. Enrollment data account for about half of the BPS:04/09 data, and imputation was used to compensate for nonresponse for the remaining items for those study respondents who did not provide interview data. A separate weight for analyzing interview respondents is not provided because imputation was used to reduce nonresponse bias due to interview nonresponse. The weighted response rate for those providing interviews was 80 percent and varied from 71 percent to 87 percent, by type of institution. These interview rates are provided for users of the data who may wish to analyze the cases without imputed data. A related bias analysis is provided in section 6.4.2.

Overall, 86 percent of the sample were panel respondents. To be a panel respondent, the student needed to have sufficient data from either the interview or another source at NPSAS:04, have enrollment data from either the BPS:04/06 interview or another source, and have enrollment data from either the BPS:04/09 interviewer or another source. This rate varied, by type of institution, from 65 percent to 97 percent. The weight variable WTB000 was developed for analyzing the NPSAS:04-BPS:04/06-BPS:04/09 panel respondents.

Table 45 also provides weighted response rates for the transcript data collection component. Overall, at least one transcript was collected from 91 percent of the eligible students.

This varied, by type of institution, from 74 percent to 97 percent. An analysis weight (the weight variable WTC000) was developed for analyzing students with any transcript data.

Section 6.4.2 analyzes the potential bias due to unit nonresponse and the effect the weight adjustments had in reducing the bias.

6.4 Accuracy of Estimates

The accuracy of survey statistics is affected by both random and nonrandom errors. Random errors reduce the precision of survey estimates, while nonrandom errors result in bias (i.e., estimates that do not converge to the true population parameter as the sample size increases without limit).

The sources of error in a survey are often dichotomized as sampling and nonsampling errors. *Sampling error* refers to the error that occurs because the survey is based on a sample of population members rather than the entire population. All other types of errors are *nonsampling errors*, including survey nonresponse (because of inability to contact sampling members, their refusal to participate in the study, etc.) and *measurement errors*, such as the errors that occur because the intent of survey questions was not clear to the respondent, because the respondent had insufficient knowledge to answer correctly, or because the data were not captured correctly (e.g., because of recording, editing, or data entry errors).

The sampling errors are primarily random errors for well-designed surveys such as NPSAS:04, BPS:04/06, and BPS:04/09. However, nonrandom errors can occur if the sampling frame does not provide complete coverage of the target population. The BPS:04/09 survey instrument and data collection procedures were subjected to thorough development and testing to minimize nonsampling errors because these errors are difficult to quantify and are likely to be nonrandom errors.

In this section, sampling errors and design effects for some BPS:04/09 estimates are presented for a variety of domains; these sampling errors and design effects are computed using each of the analysis weights that was constructed for analyzing the BPS:04/09 student and transcript data.

Next, the results of analyses comparing BPS:04/09 nonrespondents and respondents using characteristics known for both nonrespondents and respondents are presented. An analysis of nonresponse bias is presented at both the student level and the item level.

6.4.1 Measures of Precision: Standard Errors and Design Effects

The survey design effect for a statistic is defined as the ratio of the design-based variance estimate divided by the variance estimate that would have been obtained from a simple random sample of the same size. The design effect is often used to measure the effects that sample design features have on the precision of survey estimates. For example, stratification tends to decrease the variance, but multistage sampling and unequal sampling rates usually increase the variance. Weight adjustments for nonresponse (performed to reduce nonresponse bias) and calibration often increase the variance because they can increase the weight variation. Because of these factors, estimates from most complex multistage sampling designs such as BPS:04/09 have design effects greater than 1.0. That is, the design-based variance is larger than the simple random sample variance.

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

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

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

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

In appendix L, design effect estimates are presented for important survey domains to summarize the effects of stratification, multistage sampling, unequal probabilities of selection, and the weight adjustments. These design effects were estimated using SUDAAN and the bootstrap variance estimation procedure described in section 6.2.2. If an analysis of BPS:04/09 data must be performed without using one of the software packages for analysis of complex survey data, the design effect tables in appendix L can be used to make approximate adjustments to the standard errors of survey statistics computed using the standard software packages that assume simple random sampling designs.

Large design effects imply large standard errors and relatively poor precision. Small design effects imply small standard errors and good precision. In general terms, a design effect under 2.0 is low, 2.0 to 3.0 is moderate, and above 3.0 is high. Moderate and high design effects often occur in complex surveys such as BPS:04/09, and the design effects in appendix L are consistent with those in past BPS studies. Unequal weighting causes large design effects and is often as a result of nonresponse and poststratification adjustments. However, in BPS:04/09 (as in BPS:04/06 and NPSAS:04), the unequal weighting is also due to the sample design, different sampling rates between institution strata, different sampling rates between student strata, and subsampling of the nonrespondents that were included in BPS:04/06.

6.4.2 Measure of Bias

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

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

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

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

where η is the weighted unit (or item) nonresponse rate. For the variables that are from the frame, rather than from the sample, π can be estimated without sampling error. The bias can then be estimated as follows:

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

or, equivalently,

$$\hat{B}(\bar{y}_R) = \eta(\bar{y}_R - \bar{y}_{NR}).$$

This formula shows that the estimate of the nonresponse bias is the difference between the mean for respondents and nonrespondents multiplied by the weighted nonresponse rate.

Nonresponse bias analysis was conducted when the response rate at any level (institutions, students, items) was below 85 percent.²² Institution nonresponse bias was performed as a part of NPSAS:04 and is described in the NPSAS:04 Full-scale Methodology Report (Cominole et al. 2006). A student nonresponse bias analysis and an item nonresponse bias analysis were also performed for BPS:04/06. The remainder of this section summarizes the unit and item nonresponse analyses that were conducted for BPS:04/09.

Unit nonresponse bias analysis and relative bias. Unit nonresponse bias analyses were conducted for the following sets of respondents:

- BPS:04/09 study respondents versus the full set of cases eligible for BPS:04/09 (study respondents and study nonrespondents), before and after the weight adjustment that resulted in the BPS:04/09 study weight (WTA000);
- BPS:04/09 interview respondents versus the full set of cases eligible for BPS:04/09 (interview respondents and interview nonrespondents), using both the BPS:04/06 weight and the BPS:04/09 study analysis weight (WTA000);
- panel respondents (i.e., cases who were study respondents to all three of NPSAS:04, BPS:04/06, and BPS:04/09) versus the full set of cases eligible for BPS:04/09 (panel respondents and cases included in the sample who were not study respondents to all three waves), using the BPS:04/06 weight and then again using the panel weight WTB000; and
- transcript respondents versus the full set of cases eligible for BPS:04/09 (transcript respondents and transcript nonrespondents), before and after the transcript weight adjustment that resulted in the BPS:04/09 student transcript weight WTC000.

Tables in appendix M give the estimates for respondents before the weight adjustment, nonrespondents, and the full sample. Estimates are also given for the respondents after weight adjustment. The nonresponse bias was estimated for variables obtained from the sampling frame and from the NPSAS:04 data collection that are known for both respondents and nonrespondents. In all of the tables, the bias was estimated as follows. First, the percentage distribution was obtained for the respondents using the weight.²³ Next, the percentage distribution was obtained for the overall sample using the BPS:04/06 analysis weight. Then, the bias was estimated as the difference in the percentages. Statistical tests of the bias were also computed using bootstrap estimates of the standard errors, and the tables in appendix M indicate when the bias is statistically different from zero.

²² See *NCES Statistical Standards* (U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics 2003) for a discussion of nonresponse bias analysis.

²³ For categorical variables, the \bar{y} bars in the equations are the weighted percentages in each category of the variables (for example, for the gender variable, the \bar{y} bars are the percentage that are male, or the percentage that are female).

It is also informative to compare the distributions of the respondents and nonrespondents, and the tables in appendix M include columns that give the weighted distributions of respondents and nonrespondents. From the above formulas, the bias prior to the weight adjustment can also be obtained as the nonresponse rate multiplied by the difference between respondents and nonrespondents. When the bias before the weight adjustment is statistically significant, the differences between the respondent and nonrespondent distributions are almost always statistically significant. Similarly, when the differences between the respondent and nonrespondent distributions are statistically significant, the bias is also statistically significant. When one is statistically significant but not the other, the p values are very close to .05. The p values are not identical because of the sampling error associated with the nonresponse rate. For this reason, separate columns that give statistical tests are not provided in appendix M for comparing the respondent and nonrespondent percentages.

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

- type of institution in the base year (9 categories);
- region (9 categories);
- Central Processing System (CPS) match at the base year (yes/no) (2 categories);
- applied for federal aid (yes/no) (2 categories),
- Pell Grant recipient (yes/no) (2 categories);
- total Pell Grant amount received (4 categories);
- Stafford Loan recipient (yes/no) (2 categories);
- total Stafford Loan amount received (4 categories);
- base-year institution undergraduate enrollment (5 categories)
- age at base year (5 categories);
- high school graduation year (4 categories);
- dependency status at base year (2 categories);
- income level at base year (15 categories);
- race/ethnicity (5 categories);
- gender (2 categories);
- marital status at base year (3 categories); and
- citizenship status at base year (3 categories).

The nonresponse bias was estimated for the above variables and tested to determine if the bias was significant at the 5 percent level. The tests are reported to be statistically significant if the p value is less than .05. Results are given in appendix M for all institutions combined and by type of institution.

Table 46 summarizes the results of the bias analysis for study respondents. This analysis estimated the bias prior to the weight adjustment using the BPS:04/06 weight or, equivalently, compared the BPS:04/09 study respondents and study nonrespondents. Tables in appendix M give the estimated bias before and after the weight adjustment that resulted in the study analysis weight WTA000. Appendix M also contains tables for all students and for each of the nine institution types.

Table 46. Summary of student study nonresponse bias before and after weight adjustments, by type of institution: 2009

Type of institution	Nonresponse bias statistics				Significant variable categories	
	Mean	Median	Minimum	Maximum	Percent	Number
Total						
Before weight adjustments	0.62	0.43	0.00	2.85	67.9	53
After weight adjustments	0.05	0.02	0.00	0.32	1.3	1
Public less-than-2-year						
Before weight adjustments	0.82	0.40	0.02	4.14	11.8	8
After weight adjustments	0.95	0.47	0.01	4.61	13.2	9
Public 2-year						
Before weight adjustments	0.30	0.17	0.00	1.46	24.6	17
After weight adjustments	0.14	0.11	0.00	0.62	2.9	2
Public 4-year non-doctorate-granting						
Before weight adjustments	0.40	0.26	0.01	1.87	14.7	10
After weight adjustments	0.23	0.22	0.00	0.71	0.0	0
Public 4-year doctorate-granting						
Before weight adjustments	0.24	0.20	0.00	1.01	35.8	24
After weight adjustments	0.13	0.09	0.00	0.45	0.0	0
Private nonprofit less-than-4-year						
Before weight adjustments	0.57	0.49	0.00	2.12	0.0	0
After weight adjustments	0.64	0.38	0.00	2.32	0.0	0
Private nonprofit 4-year non-doctorate-granting						
Before weight adjustments	0.49	0.32	0.00	1.90	30.4	21
After weight adjustments	0.24	0.23	0.01	0.81	0.0	0
Private nonprofit 4-year doctorate-granting						
Before weight adjustments	0.17	0.09	0.00	0.74	13.0	9
After weight adjustments	0.14	0.11	0.00	0.72	0.0	0
Private for-profit less-than-2-year						
Before weight adjustments	0.77	0.63	0.01	3.68	23.2	16
After weight adjustments	0.40	0.28	0.01	1.61	5.8	4
Private for-profit 2 years or more						
Before weight adjustments	0.72	0.45	0.01	2.99	2.9	2
After weight adjustments	0.75	0.48	0.01	3.12	2.9	2

NOTE: The statistics "before weight adjustments" were based on using the BPS:04/06 analysis weight. The statistics "after weight adjustments" were based on using the BPS:04/09 study weight WTA000. The percents are based on the total number of variable categories that have nonzero respondents and nonrespondents (usually 78 for the total and 69 by type of institution).SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

The *NCES Statistical Standards* (U.S. Department of Education [ED], Institute of Education Sciences [IES], National Center for Education Statistics [NCES] 2003) requires a bias analysis for any stage of a sample with a response rate less than 85 percent. From table 45, the weighted BPS:04/09 study response rate was less than 85 percent for students whose base-year institution was public less-than-2-year, private for-profit less-than-2-year, and private for-profit 2 years or more. Table 46 shows that the bias was generally reduced across all of the types of institutions. In particular, for students in the private for-profit less-than-2-year institutions, 23 percent of the variable categories had statistically significant bias before the weight adjustment, and 6 percent had statistically significant bias after the weight adjustment. For students in the private for-profit 2 years or more institutions, the percent of the variable categories with statistically significant bias was the same before and after weight adjustment (3 percent). One exception is for students in the public less-than-2-year institutions, where the percentage of variable categories with statistically significant bias increased from 12 percent to 13 percent using the adjusted weight. This type of institution has a relatively small sample size, however, and the actual bias in the variables remained about the same.

An analysis of bias was also conducted for the interview respondents. As noted earlier, some cases classified as study respondents have enrollment data from sources other than the BPS:04/09 interview, but do not have BPS:04/09 interview data. The BPS:04/09 data file contains imputed variables for the interview data and some derived variables for those study respondents who were interview respondents. Stochastic imputation was used to reduce the bias due to interview nonresponse. A separate analysis weight was not constructed that adjusted solely for the BPS:04/09 interview nonresponse. However, for users who might consider analyzing only the nonimputed data using the BPS:04/09 study weight, an analysis of the potential bias was conducted.

Tables in appendix M compare BPS:04/09 interview respondents and nonrespondents, using the BPS:04/09 study weight. From table 45, the student interview response rates are less than 85 percent for the full sample, and for students in all types of institutions except the public 4-year doctorate-granting and the private nonprofit 4-year doctorate-granting. Table 47 summarizes the bias among interview respondents using the BPS:04/06 weight and also using the BPS:04/09 study weight. The percentage of variable categories with statistically significant bias is usually smaller when the BPS:04/09 student study weight is used for analysis compared to when the BPS:04/06 analysis weight is used. Exceptions are the public less-than-2-year institutions, the public 2-year institutions, and the private for-profit 2 years or more institutions. For these types of institutions, the actual bias is fairly similar using the two weights. This analysis indicates that the preferred weight for the data users who wish to analyze the interview respondents with nonimputed data is the BPS:04/09 study weight. However, users of the data should be aware that the adjustments applied to develop the study weight do not adjust for all of the interview nonresponse and some biases may still exist in the estimates. The actual estimated biases are all less than 5 percent for the variables considered in this analysis. However, across all types of institutions, almost one-third of the variable categories have statistically significant bias when the study weight is used for analyzing the interview respondents.

Table 47. Summary of student nonresponse bias for interview respondents when analyzed using the study weight, by type of institution: 2009

Type of institution	Nonresponse bias statistics				Significant variable categories	
	Mean	Median	Minimum	Maximum	Percent	Number
Total						
Using BPS:04/06 weight	0.58	0.40	0.00	2.31	57.7	45
Using BPS:04/09 study weight	0.25	0.18	0.00	0.88	32.1	25
Public less-than-2-year						
Using BPS:04/06 weight	0.91	0.44	0.03	4.24	8.8	6
Using BPS:04/09 study weight	1.03	0.57	0.00	4.60	19.1	13
Public 2-year						
Using BPS:04/06 weight	0.32	0.19	0.00	1.62	13.0	9
Using BPS:04/09 study weight	0.34	0.24	0.00	1.29	17.4	12
Public 4-year non-doctorate-granting						
Using BPS:04/06 weight	0.59	0.38	0.01	2.03	16.2	11
Using BPS:04/09 study weight	0.38	0.30	0.00	1.22	4.4	3
Public 4-year doctorate-granting						
Using BPS:04/06 weight	0.42	0.31	0.01	1.40	26.9	18
Using BPS:04/09 study weight	0.30	0.24	0.01	0.93	6.0	4
Private nonprofit less-than-4-year						
Using BPS:04/06 weight	0.72	0.63	0.07	2.65	0.0	0
Using BPS:04/09 study weight	0.88	0.47	0.01	3.93	0.0	0
Private nonprofit 4-year non-doctorate-granting						
Using BPS:04/06 weight	0.83	0.56	0.01	3.17	37.7	26
Using BPS:04/09 study weight	0.48	0.34	0.02	2.15	8.7	6
Private nonprofit 4-year doctorate-granting						
Using BPS:04/06 weight	0.41	0.19	0.00	2.37	11.6	8
Using BPS:04/09 study weight	0.38	0.26	0.00	1.71	1.4	1
Private for-profit less-than-2-year						
Using BPS:04/06 weight	0.69	0.54	0.01	2.93	21.7	15
Using BPS:04/09 study weight	0.52	0.35	0.01	1.94	5.8	4
Private for-profit 2 years or more						
Using BPS:04/06 weight	0.57	0.37	0.01	3.00	0.0	0
Using BPS:04/09 study weight	0.77	0.50	0.01	3.29	2.9	2

The percents are based on the total number of variable categories that have nonzero respondents and nonrespondents (usually 78 for the total and 69 by type of institution).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

An analysis was also conducted to compare the panel respondents and panel nonrespondents and to see if significant bias remains after the weight adjustment that resulted in the longitudinal or panel weight WTB000. From table 45, students in the following types of institutions had panel response rates less than 85 percent: public less-than-2-year, public 2-year, private nonprofit less-than-4-year, private for-profit less-than-2-year, and private for-profit 2 years or more. Tables in appendix M give detailed results of the analysis for each type of institution. The summary in table 48 shows that, prior to weight adjustment, nonresponse bias was significant for 72 percent of the variable categories and, after weight adjustment, was significant for 5 percent of the variable categories. The weight adjustments resulted in a reduction of bias across all institution

types, except for students in private for-profit 2-year or more institutions where 3 percent of the variable categories had statistically significant bias before and after the weight adjustment and in private nonprofit less-than-4-year institutions where none of the variable categories had statistically significant bias before and after weight adjustment.

Table 48. Summary of student NPSAS:04-BPS:04/06-BPS:04/09 nonresponse bias, by type of institution: 2009

Type of institution	Nonresponse bias statistics				Significant variable categories	
	Mean	Median	Minimum	Maximum	Percent	Number
Total						
Before weight adjustments	0.78	0.55	0.02	3.92	71.8	56
After weight adjustments	0.07	0.02	0.00	0.51	5.1	4
Public less-than-2-year						
Before weight adjustments	0.95	0.64	0.04	4.25	7.4	5
After weight adjustments	0.94	0.61	0.02	4.25	5.9	4
Public 2-year						
Before weight adjustments	0.45	0.27	0.00	2.28	34.8	24
After weight adjustments	0.21	0.17	0.00	0.92	4.3	3
Public 4-year non-doctorate-granting						
Before weight adjustments	0.49	0.36	0.01	2.36	19.1	13
After weight adjustments	0.35	0.26	0.00	1.34	5.9	4
Public 4-year doctorate-granting						
Before weight adjustments	0.32	0.21	0.00	1.53	35.8	24
After weight adjustments	0.20	0.15	0.00	0.88	6.0	4
Private nonprofit less-than-4-year						
Before weight adjustments	0.78	0.64	0.01	2.56	0.0	0
After weight adjustments	0.79	0.51	0.02	3.64	0.0	0
Private nonprofit 4-year non-doctorate-granting						
Before weight adjustments	0.80	0.63	0.00	3.55	46.4	32
After weight adjustments	0.39	0.25	0.01	1.43	5.8	4
Private nonprofit 4-year doctorate-granting						
Before weight adjustments	0.26	0.10	0.00	1.06	11.6	8
After weight adjustments	0.27	0.19	0.01	0.98	0.0	0
Private for-profit less-than-2-year						
Before weight adjustments	0.72	0.51	0.00	3.87	13.0	9
After weight adjustments	0.79	0.52	0.01	3.29	11.6	8
Private for-profit 2 years or more						
Before weight adjustments	0.73	0.47	0.02	3.08	2.9	2
After weight adjustments	0.92	0.56	0.01	3.57	2.9	2

NOTE: The statistics "before weight adjustments" were based on using the BPS:04/06 analysis weight. The statistics "after weight adjustments" were based on using the BPS:04/09 panel weight WTB000. The percents are based on the total number of variable categories that have nonzero respondents and nonrespondents (usually 78 for the total and 69 by type of institution).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

From table 45, the percentage of BPS:04/09 students with transcript data was high overall (91 percent) and varied from 74 percent to 97 percent, by type of institution. Transcript data were available for fewer than 85 percent of students whose NPSAS institutions were public less-than-2-

year and private for-profit less-than-2-year. Tables in appendix M give the results of the analysis that compares transcript respondents and nonrespondents. Prior to the adjustment for nonresponse, across all institutions, 41 percent of the variable categories had statistically significant bias prior to the weight adjustment for nonresponse; the percentage was reduced to 4 percent after the adjustment (table 49).

Table 49. Summary of student transcript nonresponse bias, by type of institution: 2009

Type of institution	Nonresponse bias statistics				Significant variable categories	
	Mean	Median	Minimum	Maximum	Percent	Number
Total						
Before weight adjustments	0.37	0.24	0.00	1.42	41.0	32
After weight adjustments	0.05	0.02	0.00	0.42	3.8	3
Public less-than-2-year						
Before weight adjustments	1.40	0.92	0.05	4.77	0.0	0
After weight adjustments	1.81	1.20	0.00	6.31	1.5	1
Public 2-year						
Before weight adjustments	0.31	0.12	0.00	1.23	11.6	8
After weight adjustments	0.20	0.10	0.00	0.88	8.7	6
Public 4-year non-doctorate-granting						
Before weight adjustments	0.39	0.23	0.01	1.52	10.3	7
After weight adjustments	0.41	0.28	0.00	2.18	1.5	1
Public 4-year doctorate-granting						
Before weight adjustments	0.16	0.07	0.00	1.04	23.9	16
After weight adjustments	0.13	0.07	0.00	0.58	3.0	2
Private nonprofit less-than-4-year						
Before weight adjustments	1.16	0.81	0.01	3.46	1.4	1
After weight adjustments	0.75	0.60	0.01	4.14	0.0	0
Private nonprofit 4-year non-doctorate-granting						
Before weight adjustments	0.25	0.16	0.00	1.49	2.9	2
After weight adjustments	0.30	0.19	0.00	1.68	0.0	0
Private nonprofit 4-year doctorate-granting						
Before weight adjustments	0.24	0.14	0.00	1.18	21.7	15
After weight adjustments	0.16	0.09	0.00	1.40	1.4	1
Private for-profit less-than-2-year						
Before weight adjustments	0.68	0.33	0.00	6.53	18.8	13
After weight adjustments	0.74	0.48	0.01	3.75	18.8	13
Private for-profit 2-year-or-more						
Before weight adjustments	0.46	0.31	0.00	2.89	2.9	2
After weight adjustments	0.48	0.34	0.00	2.49	1.4	1

NOTE: the statistics "before weight adjustments" were based on using the BPS:04/06 analysis weight. The statistics "after weight adjustments" were based on using the weight for analyzing the BPS:04/09 students with a transcript, WTC000. The percents are based on the total number of variable categories that have nonzero respondents and nonrespondents (usually 78 for the total and 69 by type of institution).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Item nonresponse bias analysis. When item response rates were less than 85 percent, the NCES Statistical Standards required that a nonresponse bias analysis be conducted. This analysis

was conducted on the data items collected in the BPS:04/09 interview based on study respondents and for variables derived from student transcript data collection. As shown in the equation below, item response rates (RRI) are calculated as the ratio of the number of respondents for whom an in-scope response was obtained (I^x for item x) to the number of respondents who are asked to answer that item. The number asked to answer an item is the number of unit-level respondents (I) minus the number of respondents with a valid skip for item x (V^x). When an abbreviated questionnaire is used to convert refusals, the eliminated questions are treated as item nonresponse (ED, IES, NCES 2003):

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

Item response rates were computed using nonimputed data. Valid skips were later logically imputed to the follow-up items after the gate question was imputed (but these imputed skips count as missing for computing the response rate). Table J-1 in appendix J lists the items from the BPS:04/09 interview along with the number of cases who were eligible to answer each item, and the weighted item response rates and nonresponse rates. The BPS:04/09 study weight ($WTA000$) was used to calculate the response rates. The nonresponse rate was also the same as the percentage of cases for which the item was imputed. The denominator of the item response rate included cases who were study respondents but who did not respond to the BPS:04/09 interview. As mentioned earlier, cases who did not respond to a gate item were treated as missing for the items within the gate. All but five of the 168 items listed in table J-1 had item response rate less than 85 percent. These five items with response rate greater than 85 percent were GRENR09 (Current attendance in graduate school), SATMAJ09 (Satisfaction with choice of major), SEROLE09 (Primary role while working), SPSBOR09 (Spouse's total student loan amount), and VOTEVE09 (Ever voted in a U.S. election).

Table J-4 lists the derived variables from the transcript data along with the number of eligible cases and the weighted item response rates and nonresponse rates. The BPS:04/09 student transcript analysis weight ($WTC000$) was used to calculate the response rates. Of the 362 variables, all but 26 had a response rate greater than 85 percent.

A nonresponse bias analysis was conducted for items with a weighted response rate less than 85 percent for all BPS:04/09 study respondents, and for derived transcript variables with weighted response rates less than 85 percent. The possibility of estimating the degree of bias depends on having some variables that reflect key characteristics of respondents and for which there is little or no missing data. The variables that were used (from the bulleted list above) are known for all BPS:04/09 study respondents. These variables are important to the study and are related to many of the items being analyzed for low item response rates. For the items with a weighted response rate less than 85 percent, the nonresponse bias prior to imputation was estimated for each of these characteristics that are known for respondents.

Table M-41 in appendix M illustrates the estimated bias (prior to item imputation) for one item (GPA09 – Estimate of GPA) for BPS:04/09 study respondents. Similar computations were performed and tabulations were produced for each of the items. Table M-42 summarizes the results of the item nonresponse bias analysis for each of the items from the student interview, and gives the mean and median bias, the mean and median relative bias, and the percentage of the variables categories with statistically significant bias. Across the items, the percentage of variables with statistically significant bias ranged from 4 percent to 70 percent. Table M-43 gives the same analysis for the derived transcript items that have a weighted item response rate less than 85 percent.

Item imputation was used to fill in missing data for BPS:04/09 interview respondents and nonrespondents, as described in chapter 5. Item imputation was expected to reduce the bias due to item nonresponse, and was used instead of a separate weight adjustment for nonresponse for each item. All of the questionnaire items that are listed in table J-1 were imputed using the imputation process described in chapter 5.

A by-product of imputation was the reduction or elimination of item-level nonresponse bias. While item-level bias before imputation was measurable, after imputation it was not. As a result, how well an imputation procedure worked in reducing bias could not be directly evaluated. Instead, the before- and after-imputation item estimates were compared to determine whether the imputation significantly changed the biased estimates, thus suggesting a reduction in bias. Weighted estimates were computed using the nonimputed data (including only those cases who responded to the item) and also using the imputed data (including cases who responded to the item and also cases with imputed data for the item). Table J-2 gives the means before and after imputation for the continuous variables, and table J-3 gives the distributions before and after imputation for the categorical variables. These tables also give the difference between the pre-imputation and post-imputation estimates. The difference between the pre-and post-imputation estimates was statistically significant for 17 percent of the variables and variable categories. This suggests that imputation was only slightly successful in reducing the bias due to item nonresponse.

Imputation was not performed for the items obtained from student transcript data. A weight, adjusted for students without any transcript data, was computed. Most of the variables that were derived from the transcript data have high item response rates (table J-4).

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Appendix A

NPSAS:04 Institution and Student Sampling Details

NPSAS:04 Institution and Student Sampling Details

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

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

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

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

Further define the following notation:

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

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

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

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

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

where

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

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

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

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

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

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

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

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

where

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

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

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

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

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

Procedures for obtaining and sampling from student lists included:

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

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

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

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

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

where

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

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

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

or equivalently,

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

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

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

However, in this case, the desired overall student sample size, m_{rs} , is achieved only in expectation over all possible samples.

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

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

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

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

it is required that

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

or equivalently,

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

where

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

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

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

where S denotes the set of all sample institutions,

E_r = the institutional eligibility factor for institutional stratum r ,

R_r = the institutional response factor for institutional stratum r ,

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

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

$$\begin{aligned} \text{Minimize:} \quad & C = C_0 + \sum_{i=1}^I \left(C_{1i} n_{1i} + \sum_{f=1}^F C_{2if} n_{2if} \right) \\ \text{Subject to:} \quad & \begin{cases} V(\hat{\theta}_j) \leq v_j, \forall j \\ 2 \leq n_{1i} \leq N_{1i}, i \in [1, I] \\ 2 \leq n_{2if} \leq N_{2if}, f \in [1, F] \end{cases} \end{aligned}$$

where,

C_0 = fixed cost not affected by changes in the numbers of institutions or students selected;

C_{1i} = variable cost per institution, depending on the number of participating institutions in the i -th institutional stratum;

n_{1i} = number of participating institutions in the i -th stratum;

C_{2if} = variable cost per student, depending on the number of participating students in the f -th student stratum within the i -th institutional stratum; and

n_{2if} = number of participating students in the f -th student stratum within the i -th institutional stratum.

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

The large sample sizes for NPSAS:04 were required to achieve the many objectives of the study, including estimates for three domains—public 2-year, public 4-year, and private nonprofit 4-year institutions—in each of 12 states. A baseline cohort of FTBs was also selected for the BPS studies. Moreover, many NPSAS:04 statistical analyses focus on relatively rare domains, thereby requiring large overall sample sizes and disparate sampling rates. Discussions with NCES were used to identify the domains of interest and the study was designed to ensure adequate sample sizes for those domains.

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Appendix B

Technical Review Panel

2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Technical Review Panel

Clifford Adelman
Senior Associate
The Institute for Higher Education Policy
1320 19th Street, NW-Suite 400
Washington, DC 20036
Voice: (202) 861-8223
Email: cadelman@ihep.org

Frank Balz
Vice President for Research & Policy Analysis
National Association of Independent Colleges & Universities
1025 Connecticut Avenue, NW
Suite 700
Washington, DC 20036
Voice: (202) 785-8866
Email: frank@naicu.edu

Eric Bettinger
Assistant Professor
Case Western Reserve University
Weatherhead School of Management,
Department of Economics
10900 Euclid Avenue
Cleveland, OH 44106
Voice: (216) 368-2184
Email: Eric.Bettinger@case.edu

John Braxton
Professor of Higher Education
Vanderbilt University
Department of Leadership, Policy & Organizations
230 Appleton Place - 205C Payne Hall
Nashville, TN 37235
Voice: (615) 322-8021
Email: john.braxton@vanderbilt.edu

Jack Buckley
Professor of Applied Statistics and Applied Psychology
New York University
The Steinhardt School of Culture, Education, and Human Development
82 Washington Square East
New York, NY 10003
Voice: (240) 481-9809
Email: jack.buckley@gmail.com

Kevin Carey
Research and Policy Manager
Education Sector
1201 Connecticut Avenue, NW, Suite 850
Washington, DC 20036
Voice: (202) 552-2840
Email: kcarey@educationsector.org

Jim Cole
Assistant Research Scientist
Center for Postsecondary Research
1900 East Tenth Street
Eigenmann Hall, Suite 419
Bloomington, IN 47406-7512
Voice: (812) 856-3004
Email: colejs@indiana.edu

Stephen DesJardins
Associate Professor, School of Education
University of Michigan
610 East University
2108-D School of Education Building, 1259
Ann Arbor, MI 48109
Voice: (734) 647-1984
Email: sdesj@umich.edu

Tammy Halligan
Senior Compliance Specialist
Career College Association
10 G Street, NE
Suite 750
Washington, DC 20002-4213
Voice: (202) 336-6839
Email: tammyh@career.org

Gigi Jones
Senior Research and Policy Analyst
National Association of Independent Colleges & Universities (NAICU)
1025 Connecticut Avenue, NW
Suite 700
Washington, DC 20036
Voice: (202) 785-8866
Email: gigi@naicu.edu

Jacqueline King
Director, Center for Policy Analysis
American Council on Education
One Dupont Circle, NW
Suite 800
Washington, DC 20036
Voice: (202) 939-9559
Email: jacqueline_king@ace.nche.edu

Alexander McCormick
NSSE Director
National Survey of Student Engagement
1900 East Tenth Street
Eigenmann Hall, Suite 419
Bloomington, IN 47406-7512
Voice: (812) 856-4435
Email: amcc@indiana.edu

Catherine Millett
Senior Research Scientist
Educational Testing Service
Policy Evaluation & Research Center
Rosedale Road, Mailstop 01-R
Princeton, NJ 08542
Voice: (609) 734-5866
Email: cmillett@ets.org

Laura Perna
Associate Professor
University of Pennsylvania
Graduate School of Education
3700 Walnut
Room 424
Philadelphia, PA 19104-6216
Voice: (215) 746-2522
Email: lperna@gse.upenn.edu

Kent Phillippe
Senior Research Associate
American Association of Community Colleges
One Dupont Circle, NW
Suite 410
Washington, DC 20036
Voice: (202) 728-0200
Email: kphillippe@aacc.nche.edu

Matthew Reed
Policy Analyst
The Institute for College Access and Success
1411 K Street, NW, Suite 1400
Washington, DC 20005
Voice: (510) 559-9509, Ext 312
Email: mreed@ticas.org

Pat Smith
Senior Research and Policy Analyst
American Association of State Colleges and Universities (AASCU)
1307 New York Avenue, NW
Fifth Floor
Washington, DC 20005
Voice: (202) 293-7070
Email: smithp@aascu.org

Dawn Geronimo Terkla
Executive Director
Tufts University
Institutional Research
28 Sawyer Avenue
Medford, MA 02155
Voice: (617) 627-3274
Email: dawn.terkla@tufts.edu;
susan.storm@tufts.edu

Vincent Tinto
Distinguished Professor
Syracuse University
School of Education
350 Huntington Hall
Syracuse, NY 13244-2340
Voice: (315) 443-4763
Email: vtinto@syr.edu

Marvin Titus
University of Maryland
EDHI
Benjamin Bldg., 2220
College Park, MD 20742
Voice: (301) 405-2220
Email: mtitus@umd.edu

US DEPARTMENT OF EDUCATION AND OTHER FEDERAL PANELISTS

Nabeel Alsalam
Congressional Budget Office
Ford House Office Building
Room 423A
Washington, DC 20515
Voice: (202) 225-2639
Email: nabeel@cbo.gov

David Bergeron
Chief, Budget and Policy Development
U.S. Dept of Education, Office of Postsecondary
Education (OPE)
1990 K Street, NW
Room 8022
Washington, DC 20006-8540
Voice: (202) 502-7815
Email: david.bergeron@ed.gov

Sharon Boivin
Senior Technical Advisor
U.S. Department of Education, Office of
Postsecondary Education (OPE)
1990 K Street, NW
Room 8101
Washington, DC 20037
Voice: (202) 502-7627
Email: sharon.boivin@ed.gov

Daniel Goldenberg
U.S. Department of Education, Office of the
Deputy Secretary
400 Maryland Avenue
Room 5W308
Washington, DC 20202
Voice: (202) 401-3562
Email: daniel.goldenberg@ed.gov

James Griffith
Postsecondary Longitudinal and Sample Survey
Studies-Postsecondary Studies Division
U.S. Department of Education, NCES
1990 K Street, NW
Room 8103
Washington, DC 20006
Voice: (202) 502-7387
Email: James.Griffith@ed.gov

Lisa Hudson
U.S. Department of Education, NCES
1990 K Street, NW
Suite 900
Washington, DC 20006
Voice: (202) 502-7358
Email: lisa.hudson@ed.gov

Tracy Hunt-White
BPS Project Officer
U.S. Department of Education, NCES
1990 K Street, NW
Room 8121
Washington, DC 20006
Voice: (202) 502-7438
Email: tracy.hunt-white@ed.gov

Roslyn Korb
Program Director
Postsecondary Coop System Analysis &
Dissemination – PSD
U.S. Department of Education, NCES
1990 K Street, NW
Room 8132
Washington, DC 20006-5652
Voice: (202) 502-7378
Email: roslyn.korb@ed.gov

Nancy Leach
Program Director, Human Resources Statistics
National Science Foundation
4201 Wilson Boulevard, Suite 965
Division of Science Resources Statistics
Arlington, VA 22230
Voice: (703) 292-7768
Email: nleach@nsf.gov

Laura LoGerfo
HSL:09 Project Officer
U.S. Department of Education, NCES
1990 K Street, NW
Room 9022
Washington, DC 20006
Voice: (202) 502-7402
Email: Laura.LoGerfo@ed.gov

Rochelle Martinez
Office of Management and Budget
725 17th Street, NW, Room 10202 NEOB
Washington, DC 20503
Voice: (202) 395-3147
Email: Rochelle.W.Martinez@omb.eop.gov

Elise Miller
IPEDS Program Director
U.S. Department of Education, NCES
1990 K Street, NW
Room 8113A
Washington, DC 20006
Voice: (202) 502-7318
Email: Elise.Miller@ed.gov

Kristin Perry
Statistician
U.S. Department of Education, NCES
1990 K Street, NW
Room 8113A
Washington, DC 20006
Voice: (202) 502-7428
Email: kristin.perry@ed.gov

Marilyn Seastrom
Chief Statistician and Program Director
U.S. Department of Education, NCES
1990 K Street, NW
Room 9051
Washington, DC 20006
Voice: (202) 502-7303
Email: marilyn.seastrom@ed.gov

Jessica Shedd
IPEDS Enrollment Survey Director
U.S. Department of Education, NCES
1990 K Street, NW
Room 8116
Washington, DC 20006
Voice: (202) 502-7446
Email: jessica.shedd@ed.gov

David Smole
Specialist in Education Policy
Congressional Research Service
101 Independence Ave., SE
Washington, DC 20540-7440
Voice: (202) 707-0624
Email: dsmole@crs.loc.gov

Ted Socha
B&B Project Officer
U.S. Department of Education, NCES
1990 K Street, NW
Room 8130
Washington, DC 20006
Voice: (202) 502-7383
Email: Ted.Socha@ed.gov

Tom Weko
Associate Commissioner, Postsecondary Studies
Division
U.S. Department of Education, NCES
1990 K Street, NW
Room 8099
Washington, DC 20006
Voice: (202) 502-7643
Email: tom.weko@ed.gov

Andrew White
Special Assistant to the Commissioner, NCES
U.S. Department of Education, NCES
1990 K Street, NW, Rm. 9105
Washington, DC 20006
Voice: (202) 502-7472
Email: andrew.white@ed.gov

John Wirt
Statistician
Annual Reports Program-ECICSD
U.S. Department of Education, NCES
1990 K Street, NW
Room 9028
Washington, DC 20006
Voice: (202) 502-7478
Email: john.wirt@ed.gov

Linda Zimble
NSOPF Project Officer
U.S. Department of Education, NCES
1990 K Street, NW
Room 8123
Washington, DC 20006-5652
Voice: (202) 502-7481
Email: linda.zimble@ed.gov

SUBCONTRACTORS **MPR ASSOCIATES, INC.**

Lutz Berkner
Senior Research Associate
MPR Associates, Inc.
2150 Shattuck Avenue, Suite 800
Berkeley, CA 94704
Voice: (510) 849-4942
Email: lberkner@mprinc.com

Susan Choy
President
MPR Associates, Inc.
2150 Shattuck Avenue, Suite 800
Berkeley, CA 94704
Voice: (510) 849-4942
Email: schoy@mprinc.com

Laura Horn
Director, Statistical Analysis and Data Design
MPR Associates, Inc.
2150 Shattuck Avenue, Suite 800
Berkeley, CA 94704
Voice: (510) 849-4942
Email: lhorn@mprinc.com

Alexandria Radford
Research Associate
MPR Associates, Inc.
2150 Shattuck Avenue, Suite 800
Berkeley, CA 94704
Voice: (510) 849-4942
Email: aradford@mprinc.com

RTI INTERNATIONAL

Janet Austin
Project Administration Specialist
RTI International
P.O. Box 12194
3040 Cornwallis Road
Research Triangle Park, NC 27709
Voice: (919) 541-7101
Email: jra@rti.org

Melissa Cominole
Research Education Analyst
RTI International
P.O. Box 12194
3040 Cornwallis Road
Research Triangle Park, NC 27709
Voice: (919) 990-8456
Email: mcominole@rti.org

Jeffrey Franklin
Manager, Postsecondary Data Collection
RTI International
P.O. Box 12194
3040 Cornwallis Road
Research Triangle Park, NC 27709
Voice: (919) 485-2614
Email: jwf@rti.org

Natasha Janson
Research Education Analyst
RTI International
P.O. Box 12194
3040 Cornwallis Road
Research Triangle Park, NC 27709
Voice: (919) 316-3394
Email: njanson@rti.org

John Riccobono
Vice President, Education Studies Division
RTI International
P.O. Box 12194
3040 Cornwallis Road
Research Triangle Park, NC 27709
Voice: (919) 541-7006
Email: jar@rti.org

Jennifer Wine
Director, Longitudinal Studies Program
RTI International
P.O. Box 12194
3040 Cornwallis Road
Research Triangle Park, NC 27709
Voice: (919) 541-6870
Email: jennifer@rti.org

Appendix C

Data Elements for Student Interview

Data Elements for Student Interview

A. Current enrollment or completion status (at time of interview)

1. Still enrolled as undergraduate
 - a. Enrolled at NPSAS or last reported institution
 - b. Enrolled at another institution
2. Not currently enrolled as undergraduate
 - a. Enrolled anywhere since July 2006
 - Completed a program since July 2006
 - Type of certificate/degree earned
 - Date awarded
 - Institution that awarded degree
 - Did not complete a program
 - Last institution attended
 - Date last enrolled
 - Primary reason for leaving
 - b. Not enrolled anywhere since July 2006 [skip sections B and C below]

B. Undergraduate enrollment history since July 2006

1. Enrollment in 2006–07
 - a. Enrolled at last school reported for 2005–06
 - Months enrolled
 - Primarily full time or part time
 - b. Enrolled at another school in 2006–07
 - Name of institution and location (online coding of type)
 - Months enrolled
 - Primarily full time or part time
 - Transfer credits attempted/accepted
 - Reasons for enrolling here (less-than-4-year and non-degree students)
2. Enrollment in 2007–08
 - a. Enrolled at last school reported for 2006–07
 - Months enrolled
 - Primarily full time or part time
 - b. Enrolled at another school in 2007–08
 - Name of institution and location (online coding of type)
 - Months enrolled
 - Primarily full time or part time
 - Transfer credits attempted/accepted
 - Reasons for enrolling here (less-than-4-year and non-degree students)
3. Enrollment in 2008–09
 - a. Enrolled at last school reported for 2007–08
 - Months enrolled
 - Primarily full time or part time

- b. Enrolled at another school in 2007–08
 - Name of institution and location (online coding of type)
 - Months enrolled
 - Primarily full time or part time
 - Transfer credits attempted/accepted
 - Reasons for enrolling here (less-than-4-year and non-degree students)

C. Characteristics of current or last undergraduate enrollment since July 2006

- 1. Educational program characteristics
 - a. Degree plans (certificate, associate's, bachelor's, none)
 - b. Major /double major
 - Changes in major
 - Types of courses (if no major and non-degree)
 - c. Class level (if no degree)
 - d. GPA
- 2. Residence, work and financial support
 - a. Type of residence (on campus/off campus/with parents)
 - b. Working while enrolled (most current job)
 - Primary role: student or employee?
 - Participation in work study
 - On/off campus job
 - Number of hours per week worked
 - Relationship of job to studies
 - Importance of job earnings in financing education
 - Main reason for working
 - c. Financial support from parents (respondents under 30)
 - none
 - pay for tuition
 - pay for other educational and living expenses **NEW**

D. Financial aid and undergraduate student loan debt

- 1. Student loan debt (undergraduate only)
 - a. Total amount borrowed in student loans (all undergraduate years)
 - b. Total amount still owed
 - c. Types of loans (federal, private, other)
 - d. Reason for private loans
 - e. Currently repaying loans [if yes]
 - Amount of monthly payment
 - Are family or friends helping to repay loans? (respondents under 30)
 - f. Consider student loan debt a worthwhile investment
 - g. Student loan debt influence enrollment (non-bachelor's degree recipients)/career decisions
If yes, how?

2. Supplementary data from outside sources:
 - a. Financial aid application data (from CPS)
 - b. Annual and cumulative federal student loan amounts (from NSLDS)
 - c. Annual Pell grant amounts (from NSLDS)
 - d. Annual SMART grant amounts (from NSLDS)
 - e. Annual full-time tuition and student budgets (from IPEDS)

E. Post-Bachelor/Graduate Education (BA recipients only)

1. Type of post-BA enrollment
 - a. Graduate degree program or post-BA certification
 - Type of degree or certification
 - Full time or part time
 - Date began (MMYYYY)
 - b. Taking courses for credit, but not in a degree program
 - c. Non-credit or continuing education courses

F. Employment – Respondents who are not currently enrolled and all bachelor's degree recipients regardless of current enrollment status

1. Currently employed (yes/no)
2. [if yes] Description of relationship to job
 - a. Searching for a career
 - b. Starting a career
 - c. Continuing in a career
 - d. Advancing in a career
3. Current job characteristics (if employed)
 - a. Number of hours worked per week
 - b. Wages/salary
 - c. Occupation and industry (online coding)
 - d. Type of employer
 - e. Held position or similar job
 - while enrolled
 - before enrolled
 - number of years in this or similar job
 - f. Related to coursework/major (yes/no)
 - g. Related to career goals (yes/no)
 - h. Degree, certificate, or license required
 - i. Is required certificate or license held? **NEW**
 - j. Was this first job after leaving school?
 - k. Did school help with job placement?
 - l. Difficulty of doing job without courses taken (yes/no)
 - m. Did education help advance in career? (yes/no)
 - n. Employer offered benefits

4. Responsibilities (yes/no)
 - a. Supervise work of others
 - b. Participate in hiring/firing
 - c. Participate in setting salaries
5. Satisfaction with aspects of the job (yes/no)
 - a. Pay
 - b. Fringe benefits
 - c. Challenge of work
 - d. Opportunities for promotion
 - e. Opportunities to use training/education
 - f. Job security
 - g. Opportunities for further training/education
 - h. Overall satisfaction
6. Unemployment spells of more than 3 months since end of enrollment
 - a. If yes, how many times
 - b. Longest period of unemployment
7. If not currently employed:
 - a. Looking for a job
 - b. Receiving unemployment insurance
 - c. Date last employed after leaving school

G. Current demographics

1. Household composition
2. Respondent's current marital status (single, never married/married/separated/divorced/widowed)
3. Number of dependent children
 - a. Age of youngest child
4. Annual income
 - a. Own earnings
 - b. Spouse's earnings
 - c. Income from untaxed income and benefits such as TANF and food stamps
5. Spouse's level of education
6. Amount of spouse's student loans
 - a. Spouse's monthly repayment amount
7. Monthly payments
 - a. Rent or mortgage
 - b. Auto loan or lease
8. Use any credit cards
 - a. Usually payoff or carry balance
 - b. Current outstanding balance on credit cards

H. Civic participation

1. Current citizenship
2. Voting (if citizen)
 - a. Registered to vote
 - b. Ever voted in any election?
 - c. Voted in the last presidential election? **NEW**
3. Volunteering
 - a. Voluntary activities in last 12 months
 - b. Type of activities
 - c. Hours per month or one-time activities
 - d. Volunteer while enrolled? (respondents enrolled in last 12 months) **NEW**

I. Disabilities

1. Do you have a sensory impairment, such as blindness, deafness, or a severe vision or hearing impairment that has lasted for 6 months or more?
2. Do you have a mobility impairment that has substantially limited one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying, for 6 months or more?
3. Excluding any disabilities already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted 6 months or more?

J. Personal goals and assessment of education

1. Highest level of education ever expected
2. Plans to pursue a teaching career
3. Would make the same choices in institution and course of study again (yes/no)
4. Were benefits of education in terms of work and pay worth the cost and time spent on education (yes/no)

Appendix D

Facsimile of Full-scale Instrument

Section B: Enrollment History.....	D-3
Section C: Enrollment Characteristics	D-19
Section D: Employment.....	D-31
Section E: Background.....	D-49

Facsimile of Full-scale Instrument

The BPS:04/09 instrument maintained consistent section headings with the BPS:04/06 instrument. Section A in the BPS:04/06 was the eligibility section and was not necessary for BPS:04/09 therefore was not included in this instrument.

Section B: Enrollment History

ZRID

Identification number

Identification number

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

COMPMODE

Interview completion mode

Interview completion mode

0 = Web

1 = CATI

3 = CAPI, in-person

4 = CAPI, by phone

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

COMPDATE

Date interview completed

Interview completion date

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

SUMSTAT

Interview completion code

Interview completion status

290 = Partial interview

293 = English abbreviated

294 = Spanish abbreviated

295 = Full complete interview

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

SUMSTFLG

Interview completion flag

SUMSTFLG indicates the type of interview completion.

If SUMSTAT = 295 then

SUMSTFLG = 1 (Full complete student interview)

else if SUMSTAT = 290 then

SUMSTFLG = 2 (Partial student interview)

else if SUMSTAT = 293 then

SUMSTFLG = 3 (Completed abbreviated English interview)

else if SUMSTAT = 294 then

SUMSTFLG = 4 (Completed abbreviated Spanish interview)

1 = Full complete student interview

2 = Partial student interview

3 = English abbreviated

4 = Spanish abbreviated

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

TAGE

Age as of January 1, 2009

TAGE is an internal variable that calculates age as of January 1, 2009 and is based on Y_DOB.

Applies to: All respondents.

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

Sources: BPS:04/06 full scale student interview

MBCONFIRM

Bachelor's degree received prior to July 2006

Our records indicate that you received your bachelor's degree prior to July 2006. Is this correct?

0 = No

1 = Yes

Applies to: Respondents who indicated earning a bachelor's degree prior to July 1, 2006 in NPS:AS:04 or BPS:04/06.

Instrument code: Y_YESBA = 1

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

Sources: BPS:04/09 full scale student interview

MBEARNED

Earned or enrolled for bachelor's degree since July 2006

Have you earned or been enrolled for a bachelor's degree since July 2006?

0 = No

1 = Yes

Applies to: Respondents who did not indicate earning a bachelor's degree prior to July 1, 2006 in NPS:AS:04 or BPS:04/06 but were enrolled for a bachelor's degree.

Instrument code: Y_YESBA = 0 and Y_ENRBA = 1

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

Sources: BPS:04/09 full scale student interview

MBENRA

Enrolled as an undergraduate since July 2006

Have you enrolled as an undergraduate student in either a degree or certificate program or in classes for credit since July 2006?

Please include any summer enrollment.

0 = No

1 = Yes

Applies to: Respondents who had not earned or enrolled for a bachelor's degree since July 1, 2006 and began the interview before July 1, 2009.

Instrument code: MBCONFRM ne 1 and MBEARNED ne 1 and [began interview before July 1, 2009]

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

Sources: BPS:04/09 full scale student interview

MBCHECK

Expect to enroll as undergraduate before July 2009

Do you expect to enroll as an undergraduate student in classes for credit or in a degree or certificate program at any school before July 1, 2009?

0 = No

1 = Yes

Applies to: Respondents who had not enrolled as an undergraduate since July 1, 2006, and who began the interview before July 1, 2009.

Instrument code: MBCONFRM ne 1 and MBEARNED ne 1 and MBENRA ne 1 and [began interview before July 1, 2009]

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

Sources: BPS:04/09 full scale student interview

MBSCA01

List of schools attended: 1

[If iteration = 1 and MBEARNED = 1]

At what school have you been enrolled for your bachelor's degree since July 2006? (If you have earned one or more bachelor's degrees since July 2006, choose the school where you received your first bachelor's degree.) (If you have been enrolled in more than one school for a bachelor's degree, but have not yet earned a bachelor's degree, choose the school where you were most recently enrolled. You will have an opportunity to tell us about all schools later.)

[else if iteration = 1 and MBCHECK = 1]

At what school will you be enrolled as an undergraduate student, before July 1, 2009? (If you will be enrolled at more than one of the following schools, choose the school you consider to be your primary school. You will have an opportunity to tell us about all schools later.)

[else]

At what school have you been enrolled as an undergraduate student since July 2006? (If you have been enrolled at more than one of the following schools, choose the school where you were most recently enrolled. You will have an opportunity to tell us about all schools later.)

[end if]

Schools we have in our records for you so far are: [else if iteration > 1] You've just told us you attended the following schools since July 2006:[list school names from prior iterations] At what other school have you been enrolled as an undergraduate student since July 2006? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree).

1 = [Preload school 1]

2 = [Preload school 2]

3 = [Preload school 3]

- 4 = [Preload school 4]
- 5 = [Preload school 5]
- 6 = [Preload school 6]
- 7 = [Preload school 7]
- 99 = Another school not listed

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009.

Instrument code: MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1

Sources: NPSAS:2004 full scale student interview

MBSCH01

School 1

[If COMPMODE = 0 and iteration = 1]

[if MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006?

[if MBCHECK = 1]

What is the name of the school at which you plan to enroll as an undergraduate before July 1, 2009?

[else]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009?

[endif]

[else if COMPMODE = 0 and iteration > 1]

At what other school have you been enrolled as an undergraduate since July 2006? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

[else if COMPMODE = 1 and iteration = 1 and MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1 and MBCHECK = 1]

What is the name of the school at which you plan to be enrolled before July 1, 2009 as an undergraduate, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009, and in what city and state is it located?

[else]

At what other school have you been enrolled as an undergraduate since July 2006, and in what city and state is it located? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

School name:

Note: When MBSCH01 = -9 "YOUR

UNDERGRADUATE INSTITUTION" was displayed in the interview as the school name.

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, and whose school was not found on the list of preloaded schools.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1)

and (MBSCA01 > 0 or MBSCA01 = -9)

Sources: BPS:04/09 full scale student interview

MBIPED01

IPEDS school code 1

[If COMPMODE = 0 and iteration = 1]

[if MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006?

[if MBCHECK = 1]

What is the name of the school at which you plan to enroll as an undergraduate before July 1, 2009?

[else]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009?

[endif]

[else if COMPMODE = 0 and iteration > 1]

At what other school have you been enrolled as an undergraduate since July 2006? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

[else if COMPMODE = 1 and iteration = 1 and MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1 and MBCHECK = 1]

What is the name of the school at which you plan to be enrolled before July 1, 2009 as an undergraduate, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009, and in what city and state is it located?

[else]
At what other school have you been enrolled as an undergraduate since July 2006, and in what city and state is it located? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

IPEDS code:

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, and whose school was not found on the list of preloaded schools.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and (MBSCA01 > 0 or MBSCA01 = -9)

Sources: BPS:04/09 full scale student interview

MBCT01

School 1 city

[If COMPMODE = 0 and iteration = 1]

[if MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006?

[if MBCHECK = 1]

What is the name of the school at which you plan to enroll as an undergraduate before July 1, 2009?

[else]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009?

[endif]

[else if COMPMODE = 0 and iteration > 1]

At what other school have you been enrolled as an undergraduate since July 2006? (If you have earned or

will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

[else if COMPMODE = 1 and iteration = 1 and MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1 and MBCHECK = 1]

What is the name of the school at which you plan to be enrolled before July 1, 2009 as an undergraduate, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009, and in what city and state is it located?

[else]
At what other school have you been enrolled as an undergraduate since July 2006, and in what city and state is it located? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

City:

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, and whose school was not found on the list of preloaded schools.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and (MBSCA01 > 0 or MBSCA01 = -9)

Sources: BPS:04/09 full scale student interview

MBST01

School 1 state

[If COMPMODE = 0 and iteration = 1]

[if MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006?

[if MBCHECK = 1]

What is the name of the school at which you plan to enroll as an undergraduate before July 1, 2009?

[else]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009?

[endif]

[else if COMPMODE = 0 and iteration > 1]

At what other school have you been enrolled as an undergraduate since July 2006? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

[else if COMPMODE = 1 and iteration = 1 and MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1 and MBCHECK = 1]

What is the name of the school at which you plan to be enrolled before July 1, 2009 as an undergraduate, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009, and in what city and state is it located?

[else]

At what other school have you been enrolled as an undergraduate since July 2006, and in what city and state is it located? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

State:

1 = Alabama

2 = Alaska

3 = Arizona

4 = Arkansas

5 = California

6 = Colorado

7 = Connecticut

8 = Delaware

9 = District of Columbia

10 = Florida

11 = Georgia

12 = Hawaii

13 = Idaho

14 = Illinois

15 = Indiana

16 = Iowa

17 = Kansas

18 = Kentucky

19 = Louisiana

20 = Maine

21 = Maryland

22 = Massachusetts

23 = Michigan

24 = Minnesota

25 = Mississippi

26 = Missouri

27 = Montana

28 = Nebraska

29 = Nevada

30 = New Hampshire

31 = New Jersey

32 = New Mexico

33 = New York

34 = North Carolina

35 = North Dakota

36 = Ohio

37 = Oklahoma

38 = Oregon

39 = Pennsylvania

40 = Rhode Island

41 = South Carolina

42 = South Dakota

43 = Tennessee

44 = Texas

45 = Utah

46 = Vermont

47 = Virginia

48 = Washington

49 = West Virginia

50 = Wisconsin

51 = Wyoming

52 = Puerto Rico

53 = Canada

54 = American Samoa

55 = Guam

56 = Fed State Micronesia

57 = Marshall Islands

58 = Northern Mariana

Island

59 = Palau

60 = Virgin Islands

61 = American Military

62 = Mexico

63 = Foreign Country

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, and whose school was not found on the list of preloaded schools.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and (MBSCA01 > 0 or MBSCA01 = -9)

Sources: BPS:04/09 full scale student interview

MBLEVL01

School 1 level

[If COMPMODE = 0 and iteration = 1]

[if MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006?

[if MBCHECK = 1]

What is the name of the school at which you plan to enroll as an undergraduate before July 1, 2009?

[else]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009?

[endif]

[else if COMPMODE = 0 and iteration > 1]

At what other school have you been enrolled as an undergraduate since July 2006? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

[else if COMPMODE = 1 and iteration = 1 and MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1 and MBCHECK = 1]

What is the name of the school at which you plan to be enrolled before July 1, 2009 as an undergraduate, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009, and in what city and state is it located?

[else]

At what other school have you been enrolled as an undergraduate since July 2006, and in what city and state is it located? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

Level:

1 = 4-year

2 = 2-year

3 = Less-than-2-year

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, and whose school was not found on the list of preloaded schools.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and (MBSCA01 > 0 or MBSCA01 = -9)

Sources: BPS:04/09 full scale student interview

MBCTRL01

School 1 control

[If COMPMODE = 0 and iteration = 1]

[if MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006?

[if MBCHECK = 1]

What is the name of the school at which you plan to enroll as an undergraduate before July 1, 2009?

[else]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009?

[endif]

[else if COMPMODE = 0 and iteration > 1]

At what other school have you been enrolled as an undergraduate since July 2006? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

[else if COMPMODE = 1 and iteration = 1 and MBEARNED = 1]

What is the name of the school where you earned or have been enrolled for a bachelor's degree since July 2006, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1 and MBCHECK = 1]

What is the name of the school at which you plan to be enrolled before July 1, 2009 as an undergraduate, and in what city and state is it located?

[else if COMPMODE = 1 and iteration = 1]

What is the name of the school at which you were most recently enrolled as an undergraduate between July 2006 and June 30, 2009, and in what city and state is it located?

[else]

At what other school have you been enrolled as an undergraduate since July 2006, and in what city and state is it located? (If you have earned or will earn a bachelor's degree between July 2006 and July 2009, tell us only about any school where you were an undergraduate student prior to earning that bachelor's degree. If you have earned more than one bachelor's degree between July 2006 and July 2009, tell us only about any school where you were enrolled prior to earning the first bachelor's degree.)

Control:

- 1 = Public
- 2 = Private nonprofit
- 3 = Private for-profit

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, and whose school was not found on the list of preloaded schools.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and (MBSCA01 > 0 or MBSCA01 = -9)

Sources: BPS:04/09 full scale student interview

MBCREN01

Currently enrolled at school 1

[If iteration > 1]

Are you currently enrolled at [school 1]? (If you have already told us that you have earned a bachelor's degree between July 2006 and July 2009, you should indicate "no" since we only need information about undergraduate enrollment prior to earning that bachelor's degree).

[else if MBEARNED = 1]

Are you currently enrolled at [school 1] for your bachelor's degree?

[else]

Are you currently enrolled at [school 1]?

- 0 = No
- 1 = Yes

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, or who began the interview after June 30, 2009 and had not earned a bachelor's degree prior to July 1, 2006.

Instrument code: (MBCONFRM ne 1 and (MBEARNED = 1 or MBENRA = 1) and MBCHECK ne 1) or (MBCONFRM ne 1 and (began the interview after June 30, 2009))

Sources: BPS:04/09 full scale student interview

MBETYP01

Enrollment type at school 1

[If MBCHECK = 1 and iteration = 1]

At [school 1], will you be primarily enrolled to earn a degree or certificate, or will you just be taking classes?

[else if TSLCRN01 = 1]

At [school 1], are you primarily enrolled to earn a degree or certificate, or are you just taking classes?

[else]

At [school 1], were you primarily enrolled to earn a degree or certificate, or were you just taking classes?

1 = Enrolled in a degree or certificate program

2 = Taking classes for credit but not enrolled in a degree or certificate program

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009.

Instrument code: MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1

Sources: BPS:04/09 full scale student interview

MBDEG01

Type of degree earned at school 1

[If Iteration = 1 and MBEARNED = 1 and TSLCRN01 = 1]

Do you expect to earn a 4-year or a 5-year bachelor's degree from [school 1]? (A 5-year bachelor's degree program is also awarded by a 4-year college or university, but generally requires students to complete 5 years of full-time, college-level work to complete the degree requirements. Common examples include architecture or engineering.)

[else if iteration = 1 and MBEARNED = 1 and TSLCRN01 = 0]

Did you earn or expect to earn a 4-year or a 5-year bachelor's degree from [school 1]? (A 5-year bachelor's degree program is also awarded by a 4-year college or university, but generally requires students to complete 5 years of full-time, college-level work to complete the degree requirements. Common examples include architecture or engineering.)

[else if MBCHECK = 1 and iteration = 1] or [if TSLCRN01 = 1 and iteration = 1]

What degree or certificate do you expect to earn from [school 1]?

(If you expect to receive multiple degrees/certificates, please tell us about only one of them now. You will have an opportunity to tell us about other degrees and certificates later.) (A 5-year bachelor's degree program is also awarded by a 4-year college or university, but generally requires students to complete 5 years of full-time, college-level work to complete the degree requirements. Common examples include architecture or engineering.)

Common examples include architecture or engineering.)

[else]

What degree or certificate did you earn or expect to earn from [school 1]? (If you were working on multiple degrees/certificates, please tell us about only one of them now. You will have an opportunity to tell us about other degrees and certificates later.) (A 5-year bachelor's degree program is also awarded by a 4-year college or university, but generally requires students to complete 5 years of full-time, college-level work to complete the degree requirements. Common examples include architecture or engineering.)

2 = Undergraduate certificate or diploma
(occupational or technical program)

3 = Associate's degree

4 = Bachelor's degree - 4-year

5 = Bachelor's degree - 5-year

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, and who enrolled in a degree program.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and MBETYP01 = 1

Sources: BPS:04/09 full scale student interview

MBJL0601 - MBJN0901

Enrolled July 2006 at school 1 - Enrolled June 2009 at school 1

[If MBCHECK = 1 and iteration = 1]

Through June 2009, in which months will you be enrolled for undergraduate classes at [school 1]? (Since it is only [current month], please do your best to predict your enrollment through June 2009. If your enrollment covers only a portion of any month, please include that month.) (Exclude any months during which you are not taking classes, such as summer break.)

[else if TSLCRN01 = 1 and MBETYP01 ne 1]

Between July 2006 and June 2009, in which months have you taken undergraduate classes at [school 1]? (Since it is only

[current month], please do your best to predict your enrollment through June 2009. If your enrollment covers only a portion of any month, please include that month.) (Exclude any months during which you are not taking classes, such as summer break.)

[else if TSLCRN01 = 1 and MBETYP01 = 1]

Between July 2006 and June 2009, in which months have you been enrolled for your [degree] at [school 1]? (Since it is only [current month], please do your best to predict your enrollment through June 2009. If your enrollment covers only a portion of any month, please include that month.) (Exclude any months during which you are not taking classes, such as summer break.)

[else if TSLCRN01 ne 1 and MBETYP01 ne 1]

Since July 2006, in which months did you take undergraduate classes at [school 1]? (If your enrollment covered only a portion of any month, please include that month. Exclude any months during which you were not taking classes, such as summer break.) (If you plan to re-enroll there before July 2009, please indicate the months you plan to be enrolled.)

[else]

Since July 2006, in which months were you enrolled for your [degree] at [school 1]? (If your enrollment covered only a portion of any month, please include that month. Exclude any months during which you were not taking classes, such as summer break.) (If you plan to re-enroll there before July 2009, please indicate the months you plan to be enrolled.)

July 2006 - June 2009

0 = No

1 = Yes

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009.

Instrument code: MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1

Sources: BPS:04/09 full scale student interview

MBEN601

Intensity of enrollment 2006 at school 1

[If MBETYP01 = 1 and MBCHECK = 1 and iteration = 1]

For the period of time you will be enrolled at [school 1] for your [degree], will you be mainly a full-time or a part-time student, or an equal mix of both?

[else if MBETYP01 = 1 and TSLCRN01 = 1]

For the period of time you have been enrolled at [school 1] for your [degree], have you been mainly a full-time or a part-time student, or an equal mix of both?

[else if MBETYP01 = 1]

For the period of time you were enrolled at [school 1] for your [degree], were you mainly a full-time or a part-time student, or an equal mix of both?

[else if MBCHECK = 1 and iteration = 1]

For the period of time you will be enrolled at [school 1] for your undergraduate classes, will you be mainly a full-time or a part-time student, or an equal mix of both?

[else if TSLCRN01 = 1]

For the period of time you have been enrolled at [school 1] for your undergraduate classes, have you been mainly a full-time or a part-time student, or an equal mix of both?

[else]

For the period of time you were enrolled at [school 1] for your undergraduate classes, were you mainly a full-time or a part-time student, or an equal mix of both?

2006

- 1 = Full-time
- 2 = Part-time
- 3 = Equal mix of full-time and part-time

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009 and were enrolled as an undergraduate between July 1, 2006 and December 31, 2006.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and (MBJL0601 ne 0 or MBAG0601 ne 0 or MBSP0601 ne 0 or MBOC0601 ne 0 or MBNV0601 ne 0 or MBDC0601 ne 0)

Sources: BPS:04/09 full scale student interview

MBEN701

Intensity of enrollment 2007 at school 1

[If MBETYP01 = 1 and MBCHECK = 1 and iteration = 1]

For the period of time you will be enrolled at [school 1] for your [degree], will you be mainly a full-time or a part-time student, or an equal mix of both?

[else if MBETYP01 = 1 and TSLCRN01 = 1]

For the period of time you have been enrolled at [school 1] for your [degree], have you been mainly a full-time or a part-time student, or an equal mix of both?

[else if MBETYP01 = 1]

For the period of time you were enrolled at [school 1] for your [degree], were you mainly a full-time or a part-time student, or an equal mix of both?

[else if MBCHECK = 1 and iteration = 1]

For the period of time you will be enrolled at [school 1] for your undergraduate classes, will you be mainly a full-time or a part-time student, or an equal mix of both?

[else if TSLCRN01 = 1]

For the period of time you have been enrolled at [school 1] for your undergraduate classes, have you been mainly a full-time or a part-time student, or an equal mix of both?

[else]

For the period of time you were enrolled at [school 1] for your undergraduate classes, were you mainly a full-time or a part-time student, or an equal mix of both?

2007

- 1 = Full-time
- 2 = Part-time
- 3 = Equal mix of full-time and part-time

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009 and were enrolled as an undergraduate in 2007.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and (MBJA0701 ne 0 or MBFB0701 ne 0 or MBMR0701 ne 0 or MBAP0701 ne 0 or

MBMY0701 ne 0 or MBJN0701 ne 0 or MBJL0701 ne 0 or MBAG0701 ne 0 or MBSP0701 ne 0 or MBOC0701 ne 0 or MBNV0701 ne 0 or MBDC0701 ne 0)

Sources: BPS:04/09 full scale student interview

MBEN801

Intensity of enrollment 2008 at school 1

[If MBETYP01 = 1 and MBCHECK = 1 and iteration = 1]

For the period of time you will be enrolled at [school 1] for your [degree], will you be mainly a full-time or a part-time student, or an equal mix of both?

[else if MBETYP01 = 1 and TSLCRN01 = 1]

For the period of time you have been enrolled at [school 1] for your [degree], have you been mainly a full-time or a part-time student, or an equal mix of both?

[else if MBETYP01 = 1]

For the period of time you were enrolled at [school 1] for your [degree], were you mainly a full-time or a part-time student, or an equal mix of both?

[else if MBCHECK = 1 and iteration = 1]

For the period of time you will be enrolled at [school 1] for your undergraduate classes, will you be mainly a full-time or a part-time student, or an equal mix of both?

[else if TSLCRN01 = 1]

For the period of time you have been enrolled at [school 1] for your undergraduate classes, have you been mainly a full-time or a part-time student, or an equal mix of both?

[else]

For the period of time you were enrolled at [school 1] for your undergraduate classes, were you mainly a full-time or a part-time student, or an equal mix of both?

2008

- 1 = Full-time
- 2 = Part-time
- 3 = Equal mix of full-time and part-time

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009 and were enrolled as an undergraduate in 2008.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and (MBJA0801 ne 0 or MBFB0801 ne 0 or MBMR0801 ne 0 or MBAP0801 ne 0 or MBMY0801 ne 0 or MBJN0801 ne 0 or MBJL0801 ne 0 or MBAG0801 ne 0 or MBSP0801 ne 0 or MBOC0801 ne 0 or MBNV0801 ne 0 or MBDC0801 ne 0)

Sources: BPS:04/09 full scale student interview

MBEN901

Intensity of enrollment 2009 at school 1

[If MBETYP01 = 1 and MBCHECK = 1 and iteration = 1]

For the period of time you will be enrolled at [school 1] for your [degree], will you be mainly a full-time or a part-time student, or an equal mix of both?
[else if MBETYP01 = 1 and TSLCRN01 = 1]
For the period of time you have been enrolled at [school 1] for your [degree], have you been mainly a full-time or a part-time student, or an equal mix of both?
[else if MBETYP01 = 1]
For the period of time you were enrolled at [school 1] for your [degree], were you mainly a full-time or a part-time student, or an equal mix of both?
[else if MBCHECK = 1 and iteration = 1]
For the period of time you will be enrolled at [school 1] for your undergraduate classes, will you be mainly a full-time or a part-time student, or an equal mix of both?
[else if TSLCRN01 = 1]
For the period of time you have been enrolled at [school 1] for your undergraduate classes, have you been mainly a full-time or a part-time student, or an equal mix of both?
[else]
For the period of time you were enrolled at [school 1] for your undergraduate classes, were you mainly a full-time or a part-time student, or an equal mix of both?
2009

- 1 = Full-time
- 2 = Part-time
- 3 = Equal mix of full-time and part-time

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009 and were enrolled as an undergraduate between January 1, 2009 and June 30, 2009.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and (MBJA0901 ne 0 or MBFB0901 ne 0 or MBMR0901 ne 0 or MBAP0901 ne 0 or MBMY0901 ne 0 or MBJN0901 ne 0)

Sources: BPS:04/09 full scale student interview

MBTNS01

Attempted to transfer credits from another institution to school 1

Did you attempt to transfer any credits to [school 1] from another college or university for your [degree]?

- 0 = No
- 1 = Yes

Applies to: Respondents who enrolled or expected to enroll as an undergraduate in a degree program between July 1, 2006 and June 30, 2009, and attempted to transfer credits.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and MBETYP01 = 1

Sources: BPS:04/09 full scale student interview

MBTRNC01

Transfer credits accepted at school 1

Were all, some, or none of those credits accepted?

- 0 = None
- 1 = Some
- 2 = All

Applies to: Respondents who enrolled or expected to enroll as an undergraduate in a degree program between July 1, 2006 and June 30, 2009, and attempted to transfer credits.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and MBETYP01 = 1 and MBTNS01 = 1

Sources: BPS:04/09 full scale student interview

MBERN01

Earned degree or certificate from school 1

Have you completed your program of study and received your [degree] from [school 1]?

- 0 = No
- 1 = Yes

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, but were not currently enrolled in the program.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and MBETYP01 = 1 and (TSLCRN01 ne 2 and (TSLCRN01 ne 1 or TSLADG01 ne 0))

Sources: BPS:04/09 full scale student interview

MBEXP01

Expect to earn a degree from school 1

Do you expect to receive your [degree] from [school 1] before July 2009?

- 0 = No
- 1 = Yes

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, but had not completed their degree, and began the interview before July 1, 2009.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and MBETYP01 = 1 and MBERN01 ne 1 and (began interview before July 1, 2009)

Sources: BPS:04/09 full scale student interview

MBDEM01

Month degree will be awarded from school 1

In what month before July 2009 do you expect to earn your [degree] from [school 1]?

- 1 = February
- 2 = March
- 3 = April

4 = May
5 = June

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, expected to receive their degree between the time of the interview and June 30, 2009, and began the interview before July 1, 2009.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and MBETYP01 = 1 and MBEXP01 = 1 and (began interview before July 1, 2009)
Sources: BPS:04/09 full scale student interview

MBDGM01

Date degree awarded from school 1

In what month and year was your [degree] awarded by [school 1]?

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, and completed their degree.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and MBETYP01 = 1 and MBERN01 = 1

Sources: BPS:04/09 full scale student interview

TSLCRN01

Current enrollment at school 1

TSLCRN01 is an internal variable that indicates current enrollment for the current iteration.

if MBCHECK = 1 then TSLCRN01 = 2

if MBCREN01 = 1 then TSLCRN01 = 1

else TSLCRN01 = 0

0 = No

1 = Yes

2 = Expect to enroll before July 2009

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009.

Instrument code: MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1

Sources: BPS:04/09 full scale student interview

TSLADG01

Additional degrees at school 1

TSLADG01 is an Internal variable that indicates additional degrees at the previous iteration's school. Not applicable for the first loop.

0 = No

1 = Yes

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009.

Instrument code: MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1

Sources: BPS:04/09 full scale student interview

MBRSDG01, MBRSCR01, MBRSRC01, MBR SJB01, MBRSTR01, MBR SOT01

Reason for attending school 1

[If MBDEG01 in (2 3)]

What were your reasons for choosing to attend [school 1] for your [degree]?

[if MBETYP01 = 2]

What were your reasons for choosing to enroll at [school 1] for your undergraduate classes?

MBRSDG01 - Earn a degree or certificate

MBRSCR01 - Earn course credits needed for a program at a different school

MBRSRC01 - Take courses for recreation, self-improvement or personal interest

MBRSJB01 - Gain job or occupational skills

MBRSTR01 - Prepare for transfer to a 4-year school

MBRSOT01 - Other reason not listed

0 = No

1 = Yes

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, but not in a bachelor's degree program.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and (MBDEG01 in (2 3) or MBETYP01 = 2)

Sources: BPS:04/09 full scale student interview

MBERN201

Enrolled at school 1 for other undergraduate degrees/ certificates

If iteration = 1 and (MBEARNED = 1 and MBERN01 = 1) or

(MBDEG01 in [4 5] and MBERN01 = 1)]

Since July 2006 and prior to earning your bachelor's degree [if MBDGMY01 not missing] in [MBDGM01] [MBDGY01] from [school 1], did you earn or were you enrolled at [school 1] for any other undergraduate degrees or certificates?

[else if iteration > 1]

Since July 2006, have you earned or been enrolled at [school 1] for any undergraduate degrees or certificates about which you have not yet told us? (If you have already told us about a bachelor's degree earned at this school between July 2006 and July 2009, indicate "yes" only if the other undergraduate degree was earned between July 2006 and prior to earning that bachelor's degree at this school.)

[else if MBETYP01 = 1]

Since July 2006, have you earned or been enrolled at [school 1] for any other undergraduate degrees or certificates?

[else]

Since July 2006, have you earned or been enrolled at [school 1] for any undergraduate degrees or certificates?

0 = No

1 = Yes

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009

Instrument code: MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1

Sources: BPS:04/09 full scale student interview

MBPLAN01

Enrollment plans at school 1 for the 2009-2010 school year

Do you plan to enroll at [school 1] at any time during the 2009-2010 school year (July 1, 2009 to June 30, 2010)?

0 = No

1 = Yes

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, did not earn an additional degree at school 1, and did not complete or expect to complete a degree before July 1, 2009.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and MBERN201 ne 1 and (MBERN01 ne 1 and MBEXP01 ne 1)

Sources: BPS:04/09 full scale student interview

MBMNL01

Main reason for leaving school 1

What was your main reason for leaving [school 1] for your [degree]?

1 = Classes not available or scheduling not convenient

2 = Academic problems

3 = Family responsibilities

4 = Personal reasons

5 = Finished taking desired classes

6 = Involuntary withdrawal or suspension

7 = Financial reasons

8 = Dissatisfaction with program, school, campus, or faculty

9 = Military commitment

10 = Another reason not listed

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009 but were not currently enrolled at the school, had no degree from the school and have no future enrollment planned for that school.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and MBERN201 ne 1 and

(MBERN01 ne 1 and MBEXP01 ne 1) and (MBCHECK ne 1 and MBETYP01 ne 2) and (MBPLAN01 ne 1 and TSLCRN01 ne 1)

Sources: BPS:04/09 full scale student interview

MBENR01

Enrolled at an additional school for an undergraduate degree: 1

[If iteration = 1 and (MBEARNED = 1 and MBERN01 = 1) or (MBDEG01 in (4 5)) and MBERN01 = 1]

Between July 2006 and [if MBDGMY01 not missing]

[MBDGM01] [MBDGY01] when you earned your

bachelor's degree, did you enroll at any other schools

besides [school 1]? Please include summer enrollment

and any other undergraduate classes you may have taken for credit.

[else if iteration = 1]

Have you had undergraduate enrollment at any other schools besides [school 1] since July 2006?

[else if iteration ne 1]

You've told us that you have attended the following schools since July 2006: [school 1] [school 2] Have you had undergraduate enrollment at any other schools since July 2006? (If you have already told us about a bachelor's degree earned between July 2006 and July 2009, indicate "yes" only if the other undergraduate enrollment was between July 2006 and prior to earning that bachelor's degree.)

[else]

You've told us that you have attended the following schools between July 2006 and June 30, 2009: [school 1] [school 2] Have you had undergraduate enrollment at any other schools since July 2006?

0 = No

1 = Yes

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009, but did not earn an additional degree from school 1.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and MBERN201 ne 1

Sources: BPS:04/09 full scale student interview

MBENGRD

Enrolled in degree/certificate program since earning bachelor's degree

Now we'd like to ask you some questions about any additional education or training you've had since earning your bachelor's degree from [primary undergraduate school]. Have you enrolled in any degree or certificate programs -- including any graduate and additional undergraduate degree or certificate programs -- since earning this bachelor's degree?

0 = No

1 = Yes

Applies to: Respondents who earned a bachelor's degree at primary school.

Instrument code: MBCHECK ne 1 and (TERNBA = 1 or MBCONFRM = 1)

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

Sources: BPS:04/09 full scale student interview

MBGRDCHK

Expect to enroll in postbaccalaureate program before July 2009

Do you expect to enroll in a degree or certificate program before

July 1, 2009?

0 = No

1 = Yes

Applies to: Respondents who earned a bachelor's degree and had not enrolled in an additional degree since earning the bachelor's and began the interview before July 1, 2009.

Instrument code: MBCHECK ne 1 and (TERNBA = 1 or MBCONFRM = 1) and MBENGRD ne 1 and [began interview before July 1, 2009]

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

Sources: BPS:04/09 full scale student interview

MBCRGR01

Currently enrolled in postbaccalaureate program 1

Are you currently enrolled in a degree or certificate program?

0 = No

1 = Yes

Applies to: Respondents who enrolled in an additional degree program since earning their bachelor's degree and did not expect to enroll before July 1, 2009.

Instrument code: MBENGRD = 1 and TGLCRN01 ne 2

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

Sources: BPS:04/09 full scale student interview

TGLCRN01

Enrollment in postbaccalaureate program 1 before July 2009

TGLCRN01 is an internal variable indicating enrollment in postbaccalaureate program 1.

If MBGRDCHK = 1 then TGLCRN01 = 2

else TGLCRN01 = MBCRGR01

0 = No

1 = Yes

2 = Expect to enroll

Applies to: Respondents who enrolled in an additional degree program since earning the bachelor's degree or who expected to enroll in a degree program before July 1, 2009.

Instrument code: MBGRDCHK = 1 or MBENGRD = 1

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

Sources: BPS:04/09 full scale student interview

MBDGGR01

Type of postbaccalaureate degree or certificate program 1

[If TGLCRN01 in (1 2)]

What degree or certificate do you expect to earn? (If you expect to receive multiple degrees/certificates, please tell us about only one of them now. You will have an opportunity to tell us about other degrees and certificates later.)

[else]

What degree or certificate were you working on after earning your bachelor's degree from [primary undergraduate school]? (If you were working on multiple degrees/certificates, please tell us about only one of them now. You will have an opportunity to tell us about other degrees and certificates later.)

2 = Undergraduate certificate

3 = Associate's degree

4 = Another bachelor's degree

6 = Postbaccalaureate certificate

8 = Master's degree

9 = Post-master's certificate

10 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine)

11 = Doctoral degree (PhD, EdD, DBA, etc.)

Applies to: Respondents who enrolled in an additional degree program since earning their bachelor's degree.

Instrument code: MBENGRD = 1 or MBGRDCHK = 1

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

Sources: BPS:04/09 full scale student interview

MBTIGR01

Enrollment intensity in postbaccalaureate program 1

[If TGLCRN01 = 2]

For the period of time you will be enrolled for your [MBDGGR01], will you be mainly a full-time or a part-time student, or an equal mix of both?

[else if TGLCRN01 = 1]

For the period of time you have been enrolled for your [MBDGGR01], have you been mainly a full-time or a part-time student, or an equal mix of both?
[else]

For the period of time you were enrolled for your [MBDGGR01], were you mainly a full-time or a part-time student, or an equal mix of both?

- 1 = Full-time
- 2 = Part-time
- 3 = Equal mix of full-time and part-time

Applies to: Respondents who enrolled in an additional degree program since earning their bachelor's degree.

Instrument code: MBENGRD = 1 or MBGRDCHK = 1

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

Sources: BPS:04/09 full scale student interview

MBBGMY01

Date first began postbaccalaureate degree program 1

[If TGLCRN01 = 2]

In what month and year will you first be enrolled for your [MBDGGR01]?
[else]

In what month and year were you first enrolled for your [MBDGGR01]?
Applies to: Respondents who enrolled in an additional degree program since earning their bachelor's degree.

Instrument code: MBENGRD = 1 or MBGRDCHK = 1

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

Sources: BPS:04/09 full scale student interview

MBERGR01

Awarded postbaccalaureate degree 1

Have you been awarded your [MBDGGR01]?
0 = No
1 = Yes

Applies to: Respondents who enrolled in an additional degree program since earning their bachelor's degree and were not currently enrolled.

Instrument code: (MBENGRD = 1 or MBGRDCHK = 1) and TGLCRN01 = 0

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

Sources: BPS:04/09 full scale student interview

MBMRGR01

Enrolled for any other postbaccalaureate degrees or certificates 1

Other than the enrollment you've already told us about, have you enrolled for any other degrees or certificates

after completing your bachelor's degree at [primary undergraduate school]?
0 = No
1 = Yes, earned/enrolled in additional program
2 = Yes, will be enrolled in an additional degree/certificate program before July 2009

Applies to: Respondents who enrolled in an additional degree program since earning their bachelor's degree.

Instrument code: MBENGRD = 1 or MBGRDCHK = 1

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

Sources: BPS:04/09 full scale student interview

MBGRDCWK

Enrolled in non-degree coursework since earning bachelor's

Since graduating with your bachelor's degree, have you been enrolled in any coursework not related to a degree or certificate program? If you will be enrolled in any non-degree coursework before July 1, 2009, indicate "yes."
0 = No
1 = Yes

Applies to: Respondents who earned a bachelor's degree.

Instrument code: MBCHECK ne 1 and (TERNBA = 1 or MBCONFRM = 1)

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

Sources: BPS:04/09 full scale student interview

MBCWKTYT

Earned credit for non-degree postbaccalaureate coursework

Did you, or will you, earn credit for any of these courses?
0 = No
1 = Yes

Applies to: Respondents who earned a bachelor's degree and enrolled in additional non-degree coursework since earning the bachelor's.

Instrument code: MBCHECK ne 1 and (TERNBA = 1 or MBCONFRM = 1) and MBGRDCWK = 1

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

Sources: BPS:04/09 full scale student interview

TERNBA

Earned bachelor's degree

TERNBA is an internal variable indicating whether the respondent has earned a bachelor's degree.

If DEGTYPE in (4 5) then TERNBA = 1

else TERNBA = 0

- 0 = No
- 1 = Yes

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate program between July 1, 2006 and June 30, 2009.

Instrument code: MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1

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

Sources: BPS:04/09 full scale student interview

TEVRUG

Enrolled as an undergraduate student since July 2006

TEVRUG is an internal variable indicating whether the respondent has enrolled as an undergraduate since July 2006.

If MBCONFRM = 1 then TEVRUG = 0
 else if MBEARNED = 1 then TEVRUG = 1
 else if MBENRA = 1 then TEVRUG = 1
 else if MBCHECK = 1 then TEVRUG = 1
 else TEVRUG = 0
 0 = No
 1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

TPLNENR

Plan to enroll for the 2009-2010 school year

TPLNENR is an internal variable that indicates whether the respondent plans to enroll during the 2009-2010 school year.

TPLNENR = 1 if PLANATTD is ever 1 for any SCHIPEDS where PRIMSCH is ever 1

0 = No
 1 = Yes

Applies to: Respondents who enrolled or expected to enroll as an undergraduate between July 1, 2006 and July 30, 2009 and began the interview after June 30, 2009.

Instrument code: MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1 and [began interview before July 1, 2009]

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

Sources: BPS:04/09 full-scale student interview.

TDEGTPUG

Degree type pursued at undergraduate target school

TDEGTPUG is an internal variable that indicates the type of degree earned or pursued at the undergraduate target school.

If PRIMSCH = 1 then TDEGTPUG = DEGTYP
 else TDEGTPUG = -9

2 = Undergraduate certificate/diploma
 3 = Associate's degree
 4 = 4-year bachelor's degree program
 5 = 5-year bachelor's degree program

Applies to: Respondents who did not earn a bachelor's degree prior to July 1, 2006 and enrolled or expected to enroll in an undergraduate degree program between July 1, 2006 and June 30, 2009.

Instrument code: (MBEARNED = 1 or MBENRA = 1 or MBCHECK = 1) and DEGTYP > 1

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

Sources: BPS:04/09 full scale student interview

THIGHDG

Highest degree expected

THIGHDG is an internal variable that indicates the highest degree that the respondent reported working on.

If MBDGGR01 = 11 or MBDGGR02 = 11 or
 MBDGGR03 = 11 or
 MBDGGR04 = 11
 then THIGHDG = 11
 else if MBDGGR01 = 10 or MBDGGR02 = 10 or
 MBDGGR03 = 10 or
 MBDGGR04 = 10 then THIGHDG = 10
 else if MBDGGR01 = 9 or MBDGGR02 = 9 or
 MBDGGR03 = 9 or
 MBDGGR04 = 9
 then THIGHDG = 9
 else if MBDGGR01 = 8 or MBDGGR02 = 8 or
 MBDGGR03 = 8 or
 MBDGGR04 = 8
 then THIGHDG = 8
 else if MBDGGR01 = 7 or MBDGGR02 = 7 or
 MBDGGR03 = 7 or
 MBDGGR04 = 7
 then THIGHDG = 7
 else if MBDGGR01 = 6 or MBDGGR02 = 6 or
 MBDGGR03 = 6 or
 MBDGGR04 = 6
 then THIGHDG = 6
 else if MBDGGR01 = 5 or MBDGGR02 = 5 or
 MBDGGR03 = 5 or
 MBDGGR04 = 5
 or DEGTYP = 5 then THIGHDG = 5
 else if MBDGGR01 = 4 or MBDGGR02 = 4 or
 MBDGGR03 = 4 or
 MBDGGR04 = 4
 or DEGTYP = 4 then THIGHDG = 4

else if MBDGGR01 = 3 or MBDGGR02 = 3 or
MBDGGR03 = 3 or
MBDGGR04 = 3

or DEGTYP = 3 then THIGHDG = 3

else if MBDGGR01 = 2 or MBDGGR02 = 2 or
MBDGGR03 = 2 or
MBDGGR04 = 2

or DEGTYP = 2 then THIGHDG = 2

else THIGHDG = -9

0 = No degree

2 = Undergraduate certificate

3 = Associate's degree (AS, AA, etc.)

4 = Bachelor's degree - 4-year program

5 = Bachelor's degree - 5-year program

6 = Postbaccalaureate certificate

8 = Master's degree

9 = Post-master's certificate

10 = Professional degree (only includes the
following degree programs: chiropractic,
dentistry, law, medicine, optometry, osteopathic
medicine, pharmacy, podiatry, ministry or
divinity, or veterinary medicine)

11 = Doctoral degree (PhD, EdD, DBA, etc.)

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

TCURENUG

Current attendance in undergraduate

TCURENUG is an internal variable indicating current
enrollment status as an undergraduate at the primary
undergraduate school.

0 = Not currently attending

1 = Currently attending

2 = Expect to enroll before July 2009

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

TCURENGR

Current attendance in graduate school

TCURENGR is an internal variable indicating current
enrollment status as a graduate student at any school.

0 = Not currently attending

1 = Currently attending

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

TENRTPUG

Undergraduate enrollment type

TENRTPUG is an internal variable that indicates the
undergraduate enrollment type for the respondent's
primary degree.

If PRIMSCH = 1 and DEGSTAT = 0 then

TENRTPUG = 2

else if PRIMSCH = 1 and DEGSTAT in (1 2 3) then

TENRTPUG = 1

else TENRTPUG = -9

1 = Degree

2 = Course for credit

*Applies to: Respondents who did not earn a bachelor's degree prior
to July 1, 2006 and enrolled or expected to enroll in an
undergraduate program between July 1, 2006 and June 30, 2009.*

Instrument code: MBEARNED = 1 or MBENRA = 1
or MBCHECK = 1

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

Sources: BPS:04/09 full scale student interview

TERNDGUG

Earned an undergraduate degree

TERNDGUG is an internal variable that indicates
undergraduate degree completion.

If PRIMSCH = 1 and DEGSTAT = 3 then

TERNDGUG = 1

else if PRIMSCH = 1 and DEGSTAT ne 3 then

TERNDGUG = 0

else TERNDGUG = -9

0 = No

1 = Yes

*Applies to: Respondents who confirmed that they received a
bachelor's degree prior to July 1, 2006 or did not earn a bachelor's
degree prior to July 1, 2006 and enrolled as an undergraduate
between July 1, 2006 and June 30, 2009.*

Instrument code: (MBEARNED = 1 or MBENRA = 1
or MBCHECK = 1) and DEGSTAT ne 0 and
DEGTYP > 1 and [did not expect to enroll before July
1, 2009 at PRIMSCH and (were not currently enrolled at
PRIMSCH or had not received additional degrees from
PRIMSCH)]

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

Sources: BPS:04/09 full scale student interview

Section C: Enrollment Characteristics

MCDBLMAJ

Major declared or undeclared

[If TCURENUG = 0]

Had you declared a major when you were last enrolled as an undergraduate at [primary undergraduate school] for your [primary undergraduate degree]?

[else]

Have you declared a major at [primary undergraduate school]?

0 = Not in a degree program

1 = Yes, declared a major

2 = Yes, declared a double major

3 = No

Applies to: Respondents who enrolled in an undergraduate degree program between July 1, 2006 and June 30, 2009, but had not completed the degree.

Instrument code: TEVRUG ne 0 and TDEGTPUG ne 2 and TERNDGUG ne 1 Recode note: If TENRTPUG = 2 then MCDBLMAJ = 0

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

Sources: BPS:04/09 full scale student interview

MCCLTYA - MCCLTYK

Type of class

[If TCURENUG = 0]

What subject areas were you taking classes in when you were last enrolled at [primary undergraduate school]?

[else if TCURENUG = 1]

What subject areas have you been taking classes in at [primary undergraduate school]?

[else]

What subject areas will you be taking classes in at [primary undergraduate school]?

MCCLTYA - Business and Marketing

MCCLTYB- Communications

MCCLTYC- Computer and Informational Sciences

MCCLTYD- Education

MCCLTYE- Engineering and Engineering Technology

MCCLTYF- Healthcare

MCCLTYG- Arts and Humanities

MCCLTYH- Natural Sciences and Mathematics

MCCLTYI- Social Sciences

MCCLTYJ- Career and Technical Education

MCCLTYK- Other subject area(s) not listed

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate between July 1, 2006 and June 30, 2009, but not in a degree program.

Instrument code: TEVRUG ne 0 and TDEGTPUG ne 2 and TERNDGUG ne 1 and MCDBLMAJ in (0 3)

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

Sources: BPS:04/09 full scale student interview

MCDEGMAJ

Earned a double major with degree

Did you have a double major at [primary undergraduate school]?

0 = No

1 = Yes

Applies to: Respondents who completed an undergraduate degree since July 1, 2006.

Instrument code: TEVRUG ne 0 and TENRTPUG NE 2 and TDEGTPUG ne 2 and TERNDGUG = 1

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

Sources: BPS:04/09 full scale student interview

MCMAJ1

Education Program: Primary major: string

[If TCURENUG = 0 and (MCDBLMAJ = 2 or MCDEGMAJ = 1)]

What was your primary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 0 and MCDBLMAJ = 1]

What was your major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 1 and MCDBLMAJ = 2]

What is your primary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 1 and MCDBLMAJ = 1]

What is your major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 2 and MCDBLMAJ = 2]

What will be your primary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else]

What will be your major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

Please enter your major in the box provided and then click the "Search for Major" button. A list of categories that match your entry will be displayed.

Applies to: Respondents who enrolled as an undergraduate between July 1, 2006 and June 30, 2009.

Instrument code: TEVRUG ne 0

Recode note: 1) If TENRTPUG = 2 or MCDBLMAJ = 0 then MCMAJ1 = NOT IN A DEGREE PROGRAM
2) If MCDBLMAJ = 3 then MCMAJ1 = UNDECLARED

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

Sources: BPS:04/09 full scale student interview

MCMJ1GEN

Primary major: general CIP code

[If TCURENUG = 0 and (MCDBLMAJ = 2 or MCDEGMAJ = 1)]

What was your primary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 0 and MCDBLMAJ = 1]

What was your major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 1 and MCDBLMAJ = 2]

What is your primary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 1 and MCDBLMAJ = 1]

What is your major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 2 and MCDBLMAJ = 2]

What will be your primary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else]

What will be your major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

Please enter your major in the box provided and then click the "Search for Major" button. A list of categories that match your entry will be displayed.

The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender/grp studies
- 9 = Communication, journalism, related

- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/related fields
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sci/gen studies/humanities
- 25 = Library science
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 28 = Military sci/leadership/operational art
- 29 = Military technologies/applied sciences
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Homeland security/law enforce/protective
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health professions and related programs
- 52 = Business/management/marketing/related
- 54 = History
- 60 = Residency programs
- 98 = Not in a degree program
- 99 = Undeclared

Applies to: Respondents who enrolled as an undergraduate between July 1, 2006 and June 30, 2009.

Instrument code: TEVRUG ne 0

Recode note: 1) If TENRTPUG = 2 or MCDBLMAJ = 0 then MCMJ1GEN = 98 2) If MCDBLMAJ = 3 then MCMJ1GEN = 99

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

Sources: BPS:04/09 full scale student interview

MCMJ1SPE

Primary major: specific CIP code

[If TCURENUG = 0 and (MCDBLMAJ = 2 or MCDEGMAJ = 1)]

What was your primary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 0 and MCDBLMAJ = 1]
 What was your major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 [else if TCURENUG = 1 and MCDBLMAJ = 2]
 What is your primary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 [else if TCURENUG = 1 and MCDBLMAJ = 1]
 What is your major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 [else if TCURENUG = 2 and MCDBLMAJ = 2]
 What will be your primary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 [else]
 What will be your major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 Please enter your major in the box provided and then click the "Search for Major" button. A list of categories that match your entry will be displayed.
 The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP.
 Note: The following frequency listing shows all valid responses to MCMJ1SPE.
Applies to: Respondents who enrolled as an undergraduate between July 1, 2006 and June 30, 2009.
 Instrument code: TEVRUG ne 0
 Recode note: 1) If TENRTPUG = 2 then MCMJ1SPE = 98 2) If MCDBLMAJ = 0 then MCMJ1SPE = 99
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
 Sources: BPS:04/09 full scale student interview

MCMAJ2

Secondary major: string
 [If TCURENUG = 0]
 What was your secondary undergraduate major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 [else if TCURENUG = 1]
 What is your current secondary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 [else if TCURENUG = 2]
 What will be your current secondary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 [else]
 What is your secondary major or field of study?
 Please enter your major in the box provided and then click the "Search for Major" button. A list of categories that match your entry will be displayed.
 The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP.

[else]
 What is your secondary major or field of study?
 Please enter your major in the box provided and then click the "Search for Major" button. A list of categories that match your entry will be displayed.
Applies to: Respondents who enrolled in an undergraduate degree program between July 1, 2006 and June 30, 2009 and either declared a double major, were not in a degree program, or did not declare a major.
 Instrument code: TEVRUG ne 0 and (MCDBLMAJ in (0 2 3) or MCDEGMAJ = 1)
 Recode note: 1) If TENRTPUG = 2 or MCDBLMAJ = 0 then MCMAJ2 = NOT IN A DEGREE PROGRAM 2) If MCDBLMAJ = 3 then MCMAJ2 = UNDECLARED
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
 Sources: BPS:04/09 full scale student interview

MCMJ2GEN

Secondary major: general CIP code
 [If TCURENUG = 0]
 What was your secondary undergraduate major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 [else if TCURENUG = 1]
 What is your current secondary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 [else if TCURENUG = 2]
 What will be your current secondary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?
 [else]
 What is your secondary major or field of study?
 Please enter your major in the box provided and then click the "Search for Major" button. A list of categories that match your entry will be displayed.
 The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP.

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- 5 = Area/ethnic/cultural/gender/grp studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering

- 15 = Engineering technologies/related fields
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sci/gen studies/humanities
- 25 = Library science
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 28 = Military sci/leadership/operational art
- 29 = Military technologies/applied sciences
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Homeland security/law enforce/protective
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health professions and related programs
- 52 = Business/management/marketing/related
- 54 = History
- 60 = Residency programs
- 98 = Not in a degree program
- 99 = Undeclared

Applies to: Respondents who enrolled in an undergraduate degree program between July 1, 2006 and June 30, 2009 and either declared a double major, were not in a degree program, or did not declare a major.

Instrument code: TEVRUG ne 0 and (MCDBLMAJ in (0 2 3) or MCDEGMAJ = 1)

Recode note: 1) If TENRTPUG = 2 or MCDBLMAJ = 0 then MCMJ2GEN = 98 2) If MCDBLMAJ = 3 then MCMJ2GEN = 99

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

Sources: BPS:04/09 full scale student interview

MCMJ2SPE

Secondary major: specific CIP code

[If TCURENUG = 0]

What was your secondary undergraduate major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 1]

What is your current secondary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 2]

What will be your current secondary major or field of study for your [primary undergraduate degree] at [primary undergraduate school]?

[else]

What is your secondary major or field of study?

Please enter your major in the box provided and then click the "Search for Major" button. A list of categories that match your entry will be displayed.

The 2010 Classification of Instructional Programs (CIP) was used to code these data. See

<http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP.

Note: The following frequency listing shows all valid responses to MCMJ2SPE.

Applies to: Respondents who enrolled in an undergraduate degree program between July 1, 2006 and June 30, 2009 and either declared a double major, were not in a degree program, or did not declare a major.

Instrument code: TEVRUG ne 0 and (MCDBLMAJ in (0 2 3) or MCDEGMAJ = 1)

Recode note: 1) If TENRTPUG = 2 or MCDBLMAJ = 0 then MCMJ2GEN = 98 2) If MCDBLMAJ = 3 then MCMJ2GEN = 99

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

Sources: BPS:04/09 full scale student interview

MCMAJCHG

Frequency of formal changes in major

[If TCURENUG = 0]

How many times did you formally change your major or field of study at [primary undergraduate school] when you were last enrolled there for your [primary undergraduate degree]?

[else]

How many times have you formally changed your major or field of study at [primary undergraduate school]?

0 = Never

1 = One time

2 = More than one time

Applies to: Respondents who enrolled in an undergraduate degree program since July 1, 2006 and had declared at least one major.

Instrument code: TEVRUG ne 0 and TENRTPUG ne 2 and MCDBLMAJ ne 3 and TCURENUG ne 2

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

Sources: BPS:04/09 full scale student interview

MCUGYR

Undergraduate level last term

[If TCURENUG = 0]

What was your year or level during your most recent term at [primary undergraduate school] when you were last enrolled there as an undergraduate?

[else]

What is your year or level at [primary undergraduate school]?

- 1 = First year or freshman
- 2 = Second year or sophomore
- 3 = Third year or junior
- 4 = Fourth year or senior
- 5 = Fifth year or higher undergraduate
- 6 = Unclassified undergraduate

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 but had not yet earned an undergraduate degree.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and TERNDGUG = 0

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

Sources: BPS:04/09 full scale student interview

MCGPAEST

Estimate of GPA

[If TENRTPUG = 1]

Which of the following best describes your grades at [primary undergraduate school] for your [primary undergraduate degree]?

[else]

Which of the following best describes your grades at [primary undergraduate school] through the end of your most recent term there?

- 1 = Mostly A's (3.75 and above)
- 2 = A's and B's (3.25-3.74)
- 3 = Mostly B's (2.75-3.24)
- 4 = B's and C's (2.25-2.74)
- 5 = Mostly C's (1.75-2.24)
- 6 = C's and D's (1.25-1.74)
- 7 = Mostly D's or below (below 1.24)
- 8 = School does not award grades

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2

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

Sources: BPS:04/09 full scale student interview

MCSCHRES

Residence while enrolled

[If TCURENUG = 0 and TENRTPUG = 1]

When you were last enrolled at [primary undergraduate school] for your [primary undergraduate degree], did you live on campus, some place else, or with your parent(s) or guardian(s)?

[else if TCURENUG = 0 and TENRTPUG ne 1]

When you were last enrolled at [primary undergraduate school] as an undergraduate, did you live on campus, some place else, or with your parent(s) or guardian(s)?

[else]

While enrolled at [primary undergraduate school], do you live on campus, some place else, or with your parent(s) or guardian(s)?

- 1 = On-campus or in other, school-provided housing
- 2 = Some place else (off campus), but not with parent(s)/guardian(s)
- 3 = With parent(s)/guardian(s)

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2

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

Sources: BPS:04/09 full scale student interview

MCPARDEC

Parents deceased

[If TCURENUG = 0 and TENRTPUG = 1]

When you were last enrolled at [primary undergraduate school] for your [primary undergraduate degree], did you live on campus, some place else, or with your parent(s) or guardian(s)?

[else if TCURENUG = 0 and TENRTPUG ne 1]

When you were last enrolled at [primary undergraduate school] as an undergraduate, did you live on campus, some place else, or with your parent(s) or guardian(s)?

[else]

While enrolled at [primary undergraduate school], do you live on campus, some place else, or with your parent(s) or guardian(s)?

(Please check here if both of your parents/guardians are/were deceased)

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2

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

Sources: BPS:04/09 full scale student interview

MCNUMJOB

Number of jobs during last term of enrollment

[If TCURENUG = 0 and TENRTPUG = 1]

How many jobs for pay did you have when you were last enrolled for your [primary undergraduate degree] at [primary undergraduate school] -- none, one, or more than one?

[else if TCURENUG = 0 and TENRTPUG ne 1]

How many jobs for pay did you have when you were last enrolled at [primary undergraduate school] for your undergraduate coursework -- none, one, or more than one?

[else]

How many jobs are you currently working for pay -- none, one, or more than one?

0 = None

1 = One

2 = More than one

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/09 full scale student interview

MCONOFF

Job on or off campus

[If TCURENUG = 0 and MCNUMBJOB = 2 and TENRTPUG = 1]

Since you had more than one job when you were last enrolled at [primary undergraduate school] for your [primary undergraduate degree], in the next set of questions please refer to the job at which you worked the most hours. Was that job located primarily on or off campus?

[else if TCURENUG = 0 and MCNUMJOB = 1 and TENRTPUG = 1]

The next set of questions focuses on the job you had when you were last enrolled at [primary undergraduate school] for your [primary undergraduate degree]. Was your job located primarily on or off campus?

[else if TCURENUG = 0 and MCNUMBJOB = 2 and TENRTPUG ne 1]

Since you had more than one job when you were last enrolled at [primary undergraduate school] for your undergraduate coursework, in the next set of questions

please refer to the one at which you worked the most hours. Was that job located primarily on or off campus?
[else if TCURENUG = 0 and MCNUMJOB = 1 and TENRTPUG ne 1]

The next set of questions focuses on the job you had when you were last enrolled at [primary undergraduate school] for your undergraduate coursework. Was your job located primarily on or off campus?

[else if TCURENUG = 1 and MCNUMJOB = 2]

Since you have more than one job, in the next set of questions please refer to the one at which you work the most hours. Is that job located primarily on or off campus?

[else]

Is your job located primarily on or off campus?

1 = On campus

2 = Off campus

3 = Both on and off campus

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 and worked while enrolled.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCNUMJOB > 0

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

Sources: BPS:04/09 full scale student interview

MCWRKSTD

Work study job

[If TCURENUG = 0]

Was that job a work-study job?

[else]

Is that job a work-study job?

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 and worked while enrolled.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCNUMJOB > 0

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

Sources: BPS:04/09 full scale student interview

MCEMPTY

Type of employer

[If TCURENUG = 0]

In that job, did you work for...

[else]

In your job, do you work for...

1 = [Your most recent undergraduate school]

2 = A for-profit company

3 = A nonprofit organization

- 4 = A local, state, or federal government
- 5 = The military (including civilian employees of the military)
- 6 = You were self-employed
- 7 = None of the above

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 and worked while enrolled.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCNUMJOB > 0

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

Sources: BPS:04/09 full scale student interview

MCRELMAJ

Job related to major

[If TCURENUG = 0]

Would you say that job was related to your [primary undergraduate degree] major or field of study?

[else]

Would you say your job is related to your [primary undergraduate degree] major or field of study?

0 = No

1 = Yes

Applies to: Respondents who enrolled in an undergraduate degree program since July 1, 2006 and worked while enrolled in a degree or certificate program and who declared at least one major.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCNUMJOB > 0 and TENRTPUG ne 2 and MCDBLMAJ not in (0 3)

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

Sources: BPS:04/09 full scale student interview

MCRELCRS

Job related to coursework

[If TCURENUG = 0]

Would you say that job was related to your coursework at [primary undergraduate school]?

[else]

Would you say your job is related to your coursework at [primary undergraduate school]?

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 and worked while taking classes (not enrolled in a degree program), or worked while enrolled in a degree program but did not declare a major.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCNUMJOB > 0 and (TENRTPUG = 2 or MCDBLMAJ in (0 3))

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

Sources: BPS:04/09 full scale student interview

MCHOURS

Hours worked per week when last enrolled

[If TCURENUG = 0 and MCNUMJOB = 2 and TENRTPUG = 1]

When you were last enrolled at [primary undergraduate school] for your [primary undergraduate degree], how many hours did you work per week (on average) at all your jobs? Please exclude summer hours if you were not enrolled during the summer.

[else if TCURENUG = 0 and MCNUMJOB = 2 and TENRTPUG ne 1]

When you were last enrolled at [primary undergraduate school] for your undergraduate coursework, how many hours did you work per week (on average) at all your jobs? Please exclude summer hours if you were not enrolled during the summer.

[else if TCURENUG = 0 and MCNUMJOB = 1 and TENRTPUG = 1]

When you were last enrolled at [primary undergraduate school] for your [primary undergraduate degree], how many hours did you work per week (on average)? Please exclude summer hours if you were not enrolled during the summer.

[else if TCURENUG = 0 and MCNUMJOB = 1 and TENRTPUG ne 1]

When you were last enrolled at [primary undergraduate school] for your undergraduate coursework, how many hours did you work per week (on average)? Please exclude summer hours if you were not enrolled during the summer.

[else if TCURENUG = 1 and MCNUMJOB = 2]

While enrolled at [primary undergraduate school], how many hours do you work per week (on average) at ALL your jobs? Please exclude summer hours if you were not enrolled during the summer.

[else]

While enrolled at [primary undergraduate school], how many hours do you work per week (on average)? Please exclude summer hours if you were not enrolled during the summer.

Hour(s)

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 and worked while enrolled.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCNUMJOB > 0

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

Sources: BPS:04/09 full scale student interview

MCENRWRK

Primary role while working

[If TCURENUG = 0 and TENRTPUG = 1]

While you were both working and enrolled at [primary undergraduate school] for your [primary undergraduate degree], would you say you were primarily...

[else if TCURENUG = 0 and TENRTPUG ne 1]

While you were both working and enrolled at [primary undergraduate school] for your undergraduate coursework, would you say you were primarily...

[else]

While enrolled at [primary undergraduate school] and working, would you say you are primarily...

1 = A student working to meet expenses

2 = An employee who decided to enroll in school

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 and worked while enrolled.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCNUMJOB > 0

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

Sources: BPS:04/09 full scale student interview

MCAFFORD

Afford school without working

[If TCURENUG = 0 and TENRTPUG = 1]

Could you have afforded to attend [primary undergraduate school] for your [primary undergraduate degree] if you had not worked?

[else if TCURENUG = 0]

Could you have afforded to attend [primary undergraduate school] if you had not worked?

[else]

Could you afford to attend [primary undergraduate school] if you were not working?

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 and worked while enrolled.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCNUMJOB > 0

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

Sources: BPS:04/09 full scale student interview

MCMNRSN

Main reason for working

[If TCURENUG = 0 and TENRTPUG = 1]

What was your main reason for working when you were last enrolled for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 0 and TENRTPUG ne 1]

What was your main reason for working when you were last enrolled as an undergraduate at [primary undergraduate school]?

[else]

What is your main reason for working while you are enrolled at [primary undergraduate school]?

0 = To pay living expenses such as housing, utilities, and transportation

1 = To pay educational expenses such as tuition, fees, books, and supplies

2 = To earn spending money

3 = To minimize the amount of debt you have

4 = To gain job experience

7 = Other

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 and worked while enrolled.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCNUMJOB > 0

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

Sources: BPS:04/09 full scale student interview

MCPRPAA

Help from parents: tuition and fees

[If TCURENUG = 0 and TENRTPUG = 1]

Which of the following did your parents or guardians help you pay when you were last enrolled for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 0 and TENRTPUG ne 1]

Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [primary undergraduate school]?

[else]

Which of the following have your parents or guardians helped you to pay?

Tuition and fees

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 whose parents were not deceased.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCPARDEC ne 1

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

Sources: BPS:04/09 full scale student interview

MCPRPAB

Help from parents: other educational/ living expenses

[If TCURENUG = 0 and TENRTPUG = 1]

Which of the following did your parents or guardians help you pay when you were last enrolled for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 0 and TENRTPUG ne 1]

Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [primary undergraduate school]?

[else]

Which of the following have your parents or guardians helped you to pay?

Other educational and living expenses

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 whose parents were not deceased.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCPARDEC ne 1

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

Sources: BPS:04/09 full scale student interview

MCPRPAC

Help from parents: no financial support

[If TCURENUG = 0 and TENRTPUG = 1]

Which of the following did your parents or guardians help you pay when you were last enrolled for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 0 and TENRTPUG ne 1]

Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [primary undergraduate school]?

[else]

Which of the following have your parents or guardians helped you to pay?

None of the above - no financial assistance from parents

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006 whose parents were not deceased.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2 and MCPARDEC ne 1

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

Sources: BPS:04/09 full scale student interview

MCPARDC2

Parents deceased

[If TCURENUG = 0 and TENRTPUG = 1]

Which of the following did your parents or guardians help you pay when you were last enrolled for your [primary undergraduate degree] at [primary undergraduate school]?

[else if TCURENUG = 0 and TENRTPUG ne 1]

Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [primary undergraduate school]?

[else]

Which of the following have your parents or guardians helped you to pay?

None of the above - both parents or guardians are deceased

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006.

Instrument code: TEVRUG ne 0 and TCURENUG ne 2

Recode note: If MCPARDEC = 1 then MCPARDC2 = 1

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

Sources: BPS:04/09 full scale student interview

MCUGLN

Any undergraduate loans

Now we'd like to ask you about any financial aid you may have received to help pay for your undergraduate education. Did you take out any type of education loans to help pay for your undergraduate education?

0 = No

1 = Yes

Applies to: All respondents.

Recode note: If MCUGLAM = 0 then MCUGLN = 0

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

Sources: BPS:04/09 full scale student interview

MCLNTYA

Type of undergraduate loan: federal

What type(s) of loan(s) did you take out for your undergraduate education?

Federal loans, such as Stafford or Perkins loans

0 = No

1 = Yes

Applies to: Respondents who took out loans for their undergraduate education.

Instrument code: MCUGLN = 1

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

Sources: BPS:04/09 full scale student interview

MCLNTYB

Type of undergraduate loan: private

What type(s) of loan(s) did you take out for your undergraduate education?

Private loans, such as Sallie Mae Signature, CitiAssist, and EXCEL loans

0 = No

1 = Yes

Applies to: Respondents who took out loans for their undergraduate education.

Instrument code: MCUGLN = 1

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

Sources: BPS:04/09 full scale student interview

MCLNTYC

Type of undergraduate loan: other

What type(s) of loan(s) did you take out for your undergraduate education?

Other types of loans

0 = No

1 = Yes

Applies to: Respondents who took out loans for their undergraduate education.

Instrument code: MCUGLN = 1

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

Sources: BPS:04/09 full scale student interview

MCLNRSA - MCLNRSF

Reason for taking out private loan

What reasons did you have for taking out private loans for your undergraduate education?

MCLNRSA - Needed more money

MCLNRSB - Did not qualify for other loan aid

MCLNRSC - Private loan application process was fast and easy

MCLNRSD - Loan repayment could be deferred until after graduation

MCLNRSE - Private education loan checks are issued directly to the student rather than distributed by institution's aid office

MCLNRSF - Other reason

0 = No

1 = Yes

Applies to: Respondents who took out a private loan for their undergraduate education.

Instrument code: MCUGLN = 1 and MCLNTYB = 1

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

Sources: BPS:04/09 full scale student interview

MCUGLAM

Amount borrowed for undergraduate loans

How much have you borrowed in student loans for your entire undergraduate education? (Please do not include any money borrowed from family or friends.)

Applies to: Respondents who took out loans for their undergraduate education.

Instrument code: MCUGLN = 1

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

Sources: BPS:04/09 full scale student interview

MCUGOWE

Amount owed for undergraduate education

How much of that amount do you still owe?

Applies to: Respondents who took out loans for their undergraduate education.

Instrument code: MCUGLN = 1

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

Sources: BPS:04/09 full scale student interview

MCLNWRTH

Loan debt worthwhile investment

Do you consider your undergraduate student loan debt to be a worthwhile investment in your future?

0 = No

1 = Yes

Applies to: Respondents who took out loans for their undergraduate education.

Instrument code: MCUGLN = 1

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

Sources: BPS:04/09 full scale student interview

MCLNINL

Loan influenced enrollment plans

Has the amount of student loan debt you have from your undergraduate education influenced your enrollment plans and decisions in any way?

0 = No

1 = Yes

Applies to: Respondents who took out loans for their undergraduate education and had not earned a bachelor's degree.

Instrument code: MCUGLN = 1 and TERNBA ne 1

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

Sources: BPS:04/09 full scale student interview

MCLNINA - MCLNING

Influence of student loans on enrollment

In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?

MCLNINA - Increased or decreased the number of classes or credits taken in a term

MCLNINB - Enrolled during summer sessions

MCLNINC - Took one or more terms off from school

MCLNIND - Postponed enrolling for additional education or training

MCLNINE - Chose a more affordable school

MCLNINF - Enrolled for additional education sooner

MCLNING - Other reason not listed

0 = No

1 = Yes

Applies to: Respondents who took out loans for their undergraduate education, had not earned a bachelor's degree, and whose enrollment plans were affected by the student loan debt.

Instrument code: MCUGLN = 1 and TERNBA ne 1 and MCLNINL = 1

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

Sources: BPS:04/09 full scale student interview

MCRPYST

Currently repaying any undergraduate loans

Are you currently repaying any educational loans for your undergraduate education?

0 = No

1 = Yes

Applies to: Respondents who owed money for their undergraduate loans.

Instrument code: MCUGOWE > 0 or MCUGOWE = - 6

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

Sources: BPS:04/09 full scale student interview

MCRPYAMT

Monthly payment on undergraduate loans

How much do you pay each month for your undergraduate education loans?

Applies to: Respondents who owed money for their undergraduate loans.

Instrument code: MCUGOWE > 0 or MCUGOWE = - 6

Recode note: If MCRPYST = 0 then MCRPYAMT = 0

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

Sources: BPS:04/09 full scale student interview

MCFAMLN

Anyone helping to repay loans

Is anyone, such as a family member or friend, helping you to repay your undergraduate loans? (If you are married and only your spouse is helping you to repay your undergraduate loans, indicate "no.")

0 = No

1 = Yes

Applies to: Respondents who owed money for their undergraduate loans, were currently repaying their undergraduate loans, and were under the 30 years old as of January 1, 2009.

Instrument code: (MCUGOWE > 0 or MCUGOWE = - 6) and MCRPYST = 1 and TAGE < 30

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

Sources: BPS:04/09 full scale student interview

MCINCHO

Satisfaction with school choice

[If TCURENUG = 1]

Are you satisfied with the quality of the undergraduate education you are receiving at [primary undergraduate school]?

[else]

Are you satisfied with the quality of the undergraduate education you received at [primary undergraduate school]?

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006.

Instrument code: TCURENUG ne 2

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

Sources: BPS:04/09 full scale student interview

MCMJCHO

Satisfaction with choice of major

[If MCDEGMAJ = 1 or MCDBLMAJ = 2]

Are you satisfied with your choice of majors at [primary undergraduate school]?

[else if MCDBLMAJ = 0 or TENRTPUG = 2]

Are you satisfied with your course of study at [primary undergraduate school]?

[else if MCMAJ1 = -9]

Are you satisfied with your choice of undergraduate major or course of study?

[else]

Are you satisfied with your choice of [MCMAJ1] as your undergraduate major or course of study?

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006.

Instrument code: TCURENUG ne 2

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

Sources: BPS:04/09 full scale student interview

MCCOBEN

Undergraduate education worth the cost

Do you think your undergraduate education has been worth the cost?

0 = No

1 = Yes

Applies to: Respondents who enrolled as an undergraduate since July 1, 2006.

Instrument code: TCURENUG ne 2

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

Sources: BPS:04/09 full scale student interview

Section D: Employment

MDJSTAT

Currently employed

Are you currently employed?

0 = No

1 = Yes

Applies to: Respondents who began the interview before July 1, 2009, were not currently attending graduate school, and either not attending the primary undergraduate school or not enrolled in a degree or certificate program, or began the interview after June 30, 2009, were not currently attending graduate school, and either did not plan to attend the primary undergraduate school in the 2009-2010 school year or were not enrolled in a degree or certificate program.

Instrument code: ([began interview before July 1, 2009] and (TCURENGR ne 1 and (TCURENUG ne 1 or TENRTPUG ne 1))) or ([began interview after June 30, 2009] and (TCURENGR ne 1 and (TPLNENR ne 1 or TENRTPUG ne 1)))

Recode note: 1) If (TCURENGR = 1 or (TCURENUG = 1 and TENRTPUG = 1)) and (TCURENUG = 1 and MCNUMJOB > 0) then MDJSTAT = 1

2) If (TCURENGR ne 1 and (TCURENUG ne 1 or TENRTPUG ne 1)) and (TCURENUG = 1 and MCNUMJOB = 0) then MDJSTAT = 0

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

Sources: BPS:04/09 full scale student interview

MDJBDY

Job duties

What is your job title and what do you do in your job?

Please enter your job title and duties in the textboxes below and click on the "Search for Occupation" button. If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDJBTL

Job title

What is your job title and what do you do in your job?

Please enter your job title and duties in the textboxes below and click on the "Search for Occupation" button. If you have more than one job, please refer to the job at

which you work the most hours when answering the next few questions.

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDOCC2

Occupation coder: general code

What is your job title and what do you do in your job?

Please enter your job title and duties in the textboxes below and click on the "Search for Occupation" button.

If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.

11 = Management occupations

13 = Business and financial operation occupations

15 = Computer and mathematical occupations

17 = Architecture and engineering occupations

19 = Life, physical, and social science occupations

21 = Community and social services occupations

23 = Legal occupations

25 = Education, training, and library occupations

27 = Arts, design, entertainment, sports, and media occupations

29 = Healthcare practitioners/technical occupations

31 = Healthcare support occupations

33 = Protective service occupations

35 = Food preparation and serving related occupations

37 = Building/grounds cleaning and maintenance occupations

39 = Personal care and service occupations

41 = Sales and related occupations

43 = Office/administrative support occupation

45 = Farming, fishing, and forestry occupations

47 = Construction and extraction occupations

49 = Installation, maintenance, and repair occupations

51 = Production occupations

53 = Transportation and material moving

55 = Military specific occupations

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDOCC3

Occupation coder: detailed code

What is your job title and what do you do in your job?

Please enter your job title and duties in the textboxes below and click on the "Search for Occupation" button.

If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.

- 111 = Top executives
- 112 = Advertising/marketing/etc manager
- 113 = Operations specialties manager
- 119 = Other management
- 131 = Business operations specialist
- 132 = Financial specialist
- 151 = Computer specialist
- 152 = Mathematical science
- 171 = Architects, surveyors, and cartographers
- 172 = Engineers
- 173 = Drafter/engineering/mapping technician
- 191 = Life scientists
- 192 = Physical scientists
- 193 = Social scientists and related workers
- 194 = Life/physical/social science technician
- 211 = Counselor/social worker/other specialist
- 212 = Religious workers
- 231 = Lawyers, judges, and related workers
- 232 = Legal support workers
- 251 = Postsecondary teacher
- 252 = Primary/secondary/special ed teacher
- 253 = Other teachers and instructors
- 254 = Librarians, curators, and archivists
- 259 = Other education/training/library
- 271 = Art and design workers
- 272 = Entertainer/performer/sports/related
- 273 = Media and communication
- 274 = Media and communication equipment
- 291 = Health diagnosing/treating practitioner
- 292 = Health technologists and technicians
- 299 = Other healthcare practitioner/technical
- 311 = Nursing/psychiatric/home health aide
- 312 = Occupational/physical therapist aide
- 319 = Other healthcare support
- 331 = First-line manager, protective service
- 332 = Fire fighting and prevention
- 333 = Law enforcement
- 339 = Other protective service
- 351 = Supervisor, food preparation and serving
- 352 = Cooks and food preparation
- 353 = Food and beverage serving
- 359 = Other food preparation/serving related
- 371 = Supervisor, building/grounds maintenance
- 372 = Building cleaning and pest control
- 373 = Grounds maintenance
- 391 = Supervisor, personal care and service
- 392 = Animal care and service
- 393 = Entertainment attendants and related

- 394 = Funeral service
- 395 = Personal appearance
- 396 = Transportation/tourism/lodging attendant
- 399 = Other personal care and service
- 411 = Supervisors, sales
- 412 = Retail sales
- 413 = Sales representative, services
- 414 = Sales representative, wholesale, etc
- 419 = Other sales and related
- 431 = Supervisor, office/administrative
- 432 = Communications equipment operators
- 433 = Financial clerks
- 434 = Information and record clerks
- 435 = Material recording, scheduling, etc
- 436 = Secretaries and administrative assistant
- 439 = Other office and administrative support
- 451 = Supervisor, farming/fishing/forestry
- 452 = Agricultural
- 453 = Fishing and hunting
- 454 = Forest, conservation, and logging
- 471 = Supervisors, construction and extraction
- 472 = Construction trades
- 473 = Helpers, construction trades
- 474 = Other construction and related
- 475 = Extraction
- 491 = Supervisor, installation, etc
- 492 = Electrical equipment installer, etc
- 493 = Vehicle/mobile equipment installers, etc
- 499 = Other installation, etc
- 511 = Supervisors, production
- 512 = Assemblers and fabricators
- 513 = Food processing
- 514 = Metal workers and plastic
- 515 = Printing
- 516 = Textile, apparel, and furnishings
- 517 = Woodworkers
- 518 = Plant and system operators
- 519 = Other production
- 531 = Supervisor, transportation/moving
- 532 = Air transportation
- 533 = Motor vehicle operator
- 534 = Rail transportation
- 535 = Water transportation
- 536 = Other transportation
- 537 = Material moving
- 551 = Military officer special/tactical ops
- 552 = First-line enlisted military supervisor
- 553 = Enlisted tactical ops, air/weapon crew

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDOCC6*Occupation coder: specific code*

What is your job title and what do you do in your job?

Please enter your job title and duties in the textboxes below and click on the "Search for Occupation" button.

If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.

111011 = Chief executives
 111021 = General and operations managers
 111031 = Legislators
 112011 = Advertising and promotions managers
 112021 = Marketing managers
 112022 = Sales managers
 112031 = Public relations managers
 113011 = Administrative services managers
 113021 = Computer and info systems managers
 113031 = Financial managers
 113041 = Compensation and benefits managers
 113042 = Training and development managers
 113049 = Human resources managers, all other
 113051 = Industrial production managers
 113061 = Purchasing managers
 113071 = Transportation, storage, etc manager
 119011 = Farm/ranch/other agricultural managers
 119012 = Farmers and ranchers
 119021 = Construction managers
 119031 = Ed administrator/preschool/child care
 119032 = Ed administrator, elementary/secondary
 119033 = Education administrators, postsecondary
 119039 = Education administrators, all other
 119041 = Engineering managers
 119051 = Food service managers
 119061 = Funeral directors
 119071 = Gaming managers
 119081 = Lodging managers
 119111 = Medical and health services managers
 119121 = Natural sciences managers
 119131 = Postmasters and mail superintendents
 119141 = Property, real estate, etc managers
 119151 = Social and community service managers
 119199 = Managers, all other
 131011 = Agent/business manager of performers
 131021 = Purchasing agent/buyer, farm products
 131022 = Wholesale/retail buyer, except farm
 131023 = Purchasing agent, except wholesale
 131031 = Claims adjuster, examiner, investigator
 131032 = Insurance appraisers, auto damage
 131041 = Compliance officer (not agriculture)
 131051 = Cost estimators
 131061 = Emergency management specialists
 131071 = Employment, recruitment, specialist
 131072 = Compensation, benefits, specialist
 131073 = Training and development specialists
 131079 = Hr/training/specialists, all other
 131081 = Logisticians

131111 = Management analysts
 131121 = Meeting and convention planners
 131199 = Business ops specialists, all other
 132011 = Accountants and auditors
 132021 = Appraisers and assessors of real estate
 132031 = Budget analysts
 132041 = Credit analysts
 132051 = Financial analysts
 132052 = Personal financial advisors
 132053 = Insurance underwriters
 132061 = Financial examiners
 132071 = Loan counselors
 132072 = Loan officers
 132081 = Tax examiner, collector, revenue agent
 132082 = Tax preparers
 132099 = Financial specialists, all other
 151011 = Computer and info scientist, research
 151021 = Computer programmers
 151031 = Computer software engineer, applications
 151032 = Computer software engineer, systems
 151041 = Computer support specialists
 151051 = Computer systems analysts
 151061 = Database administrators
 151071 = Network/computer systems administrator
 151081 = Network system/data analyst
 151099 = Computer specialists, all other
 152011 = Actuaries
 152021 = Mathematicians
 152031 = Operations research analysts
 152041 = Statisticians
 152091 = Mathematical technicians
 152099 = Mathematical scientists, all other
 171011 = Architects, except landscape and naval
 171012 = Landscape architects
 171021 = Cartographers and photogrammetrists
 171022 = Surveyors
 172011 = Aerospace engineers
 172021 = Agricultural engineers
 172031 = Biomedical engineers
 172041 = Chemical engineers
 172051 = Civil engineers
 172061 = Computer hardware engineers
 172071 = Electrical engineers
 172072 = Electronics engineers, except computer
 172081 = Environmental engineers
 172111 = Health/safety engineer, except mining
 172112 = Industrial engineers
 172121 = Marine engineers and naval architects
 172131 = Materials engineers
 172141 = Mechanical engineers
 172151 = Geological engineer, including mining
 172161 = Nuclear engineers
 172171 = Petroleum engineers
 172199 = Engineers, all other
 173011 = Architectural and civil drafters
 173012 = Electrical and electronics drafters
 173013 = Mechanical drafters

Appendix D. Facsimile of Full-scale Instrument—Section D: Employment

173019 = Drafters, all other	211014 = Mental health counselors
173021 = Aerospace engineer/ops technician	211015 = Rehabilitation counselors
173022 = Civil engineering technicians	211019 = Counselors, all other
173023 = Electrical engineering technician	211021 = Child, family, and school social workers
173024 = Electro-mechanical technicians	211022 = Medical and public health social workers
173025 = Environmental engineering technicians	211023 = Mental health/substance social worker
173026 = Industrial engineering technicians	211029 = Social workers, all other
173027 = Mechanical engineering technicians	211091 = Health educators
173029 = Engineering tech, other (except drafter)	211092 = Probation officer/correctional treatment
173031 = Surveying and mapping technicians	211093 = Social and human service assistants
191011 = Animal scientists	211099 = Community/social specialist, other
191012 = Food scientists and technologists	212011 = Clergy
191013 = Soil and plant scientists	212021 = Director, religious activities, and edu
191021 = Biochemists and biophysicists	212099 = Religious workers, all other
191022 = Microbiologists	231011 = Lawyers
191023 = Zoologists and wildlife biologists	231021 = Administrative law judge, etc
191029 = Biological scientists, all other	231022 = Arbitrators, mediators, and conciliators
191031 = Conservation scientists	231023 = Judge, magistrate judge, magistrate
191032 = Foresters	232011 = Paralegals and legal assistants
191041 = Epidemiologists	232091 = Court reporters
191042 = Medical scientist, except epidemiologist	232092 = Law clerks
191099 = Life scientists, all other	232093 = Title examiner, abstractor, and searcher
192011 = Astronomers	232099 = Legal support workers, all other
192012 = Physicists	251011 = Business teachers, postsecondary
192021 = Atmospheric and space scientists	251021 = Computer science teachers, postsecondary
192031 = Chemists	251022 = Mathematical science, postsecondary
192032 = Materials scientists	251031 = Architecture teachers, postsecondary
192041 = Environmental scientist, includes health	251032 = Engineering teachers, postsecondary
192042 = Geoscientist, except hydrologists	251041 = Agricultural science, postsecondary
192043 = Hydrologists	251042 = Biological science, postsecondary
192099 = Physical scientists, all other	251043 = Forestry/conservation sci, postsecondary
193011 = Economists	251051 = Atmospheric science, postsecondary
193021 = Market research analysts	251052 = Chemistry teachers, postsecondary
193022 = Survey researchers	251053 = Environmental science, postsecondary
193031 = Clinical/counseling/school psychologist	251054 = Physics teachers, postsecondary
193032 = Industrial-organizational psychologists	251061 = Anthropology/archeology, postsecondary
193039 = Psychologists, all other	251062 = Area/ethnic/cultural, postsecondary
193041 = Sociologists	251063 = Economics teachers, postsecondary
193051 = Urban and regional planners	251064 = Geography teachers, postsecondary
193091 = Anthropologists and archeologists	251065 = Political science, postsecondary
193092 = Geographers	251066 = Psychology teachers, postsecondary
193093 = Historians	251067 = Sociology teachers, postsecondary
193094 = Political scientists	251069 = Social science, postsecondary, all other
193099 = Social scientist and related, other	251071 = Health specialties, postsecondary
194011 = Agricultural and food science technician	251072 = Nurse instructor/teacher, postsecondary
194021 = Biological technicians	251081 = Education teachers, postsecondary
194031 = Chemical technicians	251082 = Library science teachers, postsecondary
194041 = Geological and petroleum technicians	251111 = Criminal justice, etc, postsecondary
194051 = Nuclear technicians	251112 = Law teachers, postsecondary
194061 = Social science research assistants	251113 = Social work teachers, postsecondary
194091 = Environmental/protection science tech	251121 = Art, drama, and music, postsecondary
194092 = Forensic science technicians	251122 = Communications teachers, postsecondary
194093 = Forest and conservation technicians	251123 = English lang/literature, postsecondary
194099 = Life/physical technician, other	251124 = Foreign lang/literature, postsecondary
211011 = Substance abuse/behavioral counselor	251125 = History teachers, postsecondary
211012 = Ed, vocational, and school counselor	251126 = Philosophy and religion, postsecondary
211013 = Marriage and family therapists	251191 = Graduate teaching assistants

251192 = Home economics teachers, postsecondary	273043 = Writers and authors
251193 = Recreation/fitness, postsecondary	273091 = Interpreters and translators
251194 = Vocational education, postsecondary	273099 = Media/communication worker, all other
251199 = Postsecondary teachers, all other	274011 = Audio and video equipment technicians
252011 = Preschool teacher, except special ed	274012 = Broadcast technicians
252012 = Kindergarten teacher, except special ed	274013 = Radio operators
252021 = Elementary teacher, except special ed	274014 = Sound engineering technicians
252022 = Middle teacher, except special/voc	274021 = Photographers
252023 = Vocational ed teacher, middle	274031 = Camera operator/TV/video/motion picture
252031 = Secondary teacher, except special/voc ed	274032 = Film and video editors
252032 = Vocational ed teacher, secondary	274099 = Media/communication equipment, all other
252041 = Special ed teacher, pre-k/k/elementary	291011 = Chiropractors
252042 = Special ed teacher, middle	291021 = Dentists, general
252043 = Special ed teacher, secondary	291022 = Oral and maxillofacial surgeons
253011 = Adult literacy/remedial ed/ged teacher	291023 = Orthodontists
253021 = Self-enrichment education teachers	291024 = Prosthodontists
253099 = Teachers and instructors, all other	291029 = Dentists, all other specialists
254011 = Archivists	291031 = Dietitians and nutritionists
254012 = Curators	291041 = Optometrists
254013 = Museum technicians and conservators	291051 = Pharmacists
254021 = Librarians	291061 = Anesthesiologists
254031 = Library technicians	291062 = Family and general practitioners
259011 = Audio-visual collections specialists	291063 = Internists, general
259021 = Farm and home management advisors	291064 = Obstetricians and gynecologists
259031 = Instructional coordinators	291065 = Pediatricians, general
259041 = Teacher assistants	291066 = Psychiatrists
259099 = Ed/training/library worker, all other	291067 = Surgeons
271011 = Art directors	291069 = Physicians and surgeons, all other
271012 = Craft artists	291071 = Physician assistants
271013 = Fine artist, including painter, etc	291081 = Podiatrists
271014 = Multi-media artists and animators	291111 = Registered nurses
271019 = Artists and related workers, all other	291121 = Audiologists
271021 = Commercial and industrial designers	291122 = Occupational therapists
271022 = Fashion designers	291123 = Physical therapists
271023 = Floral designers	291124 = Radiation therapists
271024 = Graphic designers	291125 = Recreational therapists
271025 = Interior designers	291126 = Respiratory therapists
271026 = Merchandise displayer/window trimmer	291127 = Speech-language pathologists
271027 = Set and exhibit designers	291129 = Therapists, all other
271029 = Designers, all other	291131 = Veterinarians
272011 = Actors	291199 = Health diagnosing practitioner, other
272012 = Producers and directors	292011 = Medical/clinical laboratory technologist
272021 = Athletes and sports competitors	292012 = Medical/clinical laboratory technician
272022 = Coaches and scouts	292021 = Dental hygienists
272023 = Umpire/referee/other sports official	292031 = Cardiovascular technologist/technician
272031 = Dancers	292032 = Diagnostic medical sonographers
272032 = Choreographers	292033 = Nuclear medicine technologists
272041 = Music directors and composers	292034 = Radiologic technologists and technicians
272042 = Musicians and singers	292041 = Emergency medical technician/paramedic
272099 = Entertainer/performer/sports, other	292051 = Dietetic technicians
273011 = Radio and television announcers	292052 = Pharmacy technicians
273012 = Public address system/other announcer	292053 = Psychiatric technicians
273021 = Broadcast news analysts	292054 = Respiratory therapy technicians
273022 = Reporters and correspondents	292055 = Surgical technologists
273031 = Public relations specialists	292056 = Veterinary technologists and technicians
273041 = Editors	
273042 = Technical writers	

Appendix D. Facsimile of Full-scale Instrument—Section D: Employment

292061 = Licensed practical/vocational nurse	353031 = Waiters and waitresses
292071 = Medical records/health info technician	353041 = Food servers, nonrestaurant
292081 = Opticians, dispensing	359011 = Dining room/cafeteria attendant, etc
292091 = Orthotists and prosthetists	359021 = Dishwashers
292099 = Health technologist/technician, other	359031 = Host/hostess, restaurant, etc
299011 = Occupational health/safety specialist	359099 = Food prep/serving related, other
299012 = Occupational health/safety technician	371011 = First-line manager, housekeeping/janitor
299091 = Athletic trainers	371012 = First-line manager, landscaping, etc
299099 = Health technologist/technician, other	372011 = Janitor/cleaner, except maid/housekeeper
311011 = Home health aides	372012 = Maids and housekeeping cleaners
311012 = Nursing aides, orderlies, and attendants	372019 = Building cleaning workers, all other
311013 = Psychiatric aides	372021 = Pest control workers
312011 = Occupational therapist assistants	373011 = Landscaping and groundskeeping workers
312012 = Occupational therapist aides	373012 = Pesticide handler/sprayer/vegetation etc
312021 = Physical therapist assistants	373013 = Tree trimmers and pruners
312022 = Physical therapist aides	373019 = Grounds maintenance workers, all other
319011 = Massage therapists	391011 = Gaming supervisors
319091 = Dental assistants	391012 = Slot key persons
319092 = Medical assistants	391021 = First-line manager, personal service
319093 = Medical equipment preparers	392011 = Animal trainers
319094 = Medical transcriptionists	392021 = Nonfarm animal caretakers
319095 = Pharmacy aides	393011 = Gaming dealers
319096 = Veterinary assistant/lab animal care	393012 = Gaming and sports book writer/runner
319099 = Healthcare support workers, all other	393019 = Gaming service workers, all other
331011 = First-line manager, correctional officer	393021 = Motion picture projectionists
331012 = First-line manager, police/detectives	393031 = Usher, lobby attendant, and ticket taker
331021 = First-line manager, fire fighting, etc	393091 = Amusement and recreation attendants
331099 = First-line manager, protective, other	393092 = Costume attendants
332011 = Fire fighters	393093 = Locker/coat/dressing room attendant
332021 = Fire inspectors and investigators	393099 = Entertainment attendants and related
332022 = Forest fire/prevention specialist	394011 = Embalmers
333011 = Bailiffs	394021 = Funeral attendants
333012 = Correctional officers and jailers	395011 = Barbers
333021 = Detectives and criminal investigators	395012 = Hairdresser, hairstylist, cosmetologist
333031 = Fish and game wardens	395091 = Makeup artist, theatrical/performance
333041 = Parking enforcement workers	395092 = Manicurists and pedicurists
333051 = Police and sheriff's patrol officers	395093 = Shampooers
333052 = Transit and railroad police	395094 = Skin care specialists
339011 = Animal control workers	396011 = Baggage porters and bellhops
339021 = Private detectives and investigators	396012 = Concierges
339031 = Gaming surveillance officer/investigator	396021 = Tour guides and escorts
339032 = Security guards	396022 = Travel guides
339091 = Crossing guards	396031 = Flight attendants
339092 = Lifeguard/ski patrol/other service	396032 = Transportation attendant, except flight
339099 = Protective service workers, all other	399011 = Child care workers
351011 = Chefs and head cooks	399021 = Personal and home care aides
351012 = First-line manager, food prep/serving	399031 = Fitness trainer and aerobics instructor
352011 = Cooks, fast food	399032 = Recreation workers
352012 = Cooks, institution and cafeteria	399041 = Residential advisors
352013 = Cooks, private household	399099 = Personal care/service workers, all other
352014 = Cooks, restaurant	411011 = First-line manager, retail sales
352015 = Cooks, short order	411012 = First-line manager, non-retail sales
352019 = Cooks, all other	412011 = Cashiers
352021 = Food preparation workers	412012 = Gaming change persons and booth cashiers
353011 = Bartenders	412021 = Counter and rental clerks
353021 = Food prep/serving, includes fast food	412022 = Parts salespersons
353022 = Counter attendant, cafeteria, etc	

412031 = Retail salespersons	435111 = Weigher/measurer/sampler, recordkeeping
413011 = Advertising sales agents	436011 = Executive secretary/admin assistant
413021 = Insurance sales agents	436012 = Legal secretaries
413031 = Securities, commodities, etc agent	436013 = Medical secretaries
413041 = Travel agents	436014 = Secretary, except legal/medical/exec
413099 = Sales representatives, services, other	439011 = Computer operators
414011 = Sales rep, wholesale, technical	439021 = Data entry keyers
414012 = Sales rep, wholesale, except technical	439022 = Word processors and typists
419011 = Demonstrators and product promoters	439031 = Desktop publishers
419012 = Models	439041 = Insurance claims/policy processing clerk
419021 = Real estate brokers	439051 = Mail clerk/machine op, except postal
419022 = Real estate sales agents	439061 = Office clerks, general
419031 = Sales engineers	439071 = Office machine operator, except computer
419041 = Telemarketers	439081 = Proofreaders and copy markers
419091 = Door-to-door sales, etc, related	439111 = Statistical assistants
419099 = Sales and related workers, all other	439199 = Office/admin support worker, other
431011 = First-line manager, office/admin support	451011 = First-line manager, farming/fishing/etc
432011 = Switchboard operator, includes answering	451012 = Farm labor contractors
432021 = Telephone operators	452011 = Agricultural inspectors
432099 = Communications equipment operator, other	452021 = Animal breeders
433011 = Bill and account collectors	452041 = Grader/sorter, agricultural products
433021 = Billing/posting clerk/machine operator	452091 = Agricultural equipment operators
433031 = Bookkeeping/accounting/auditing clerk	452092 = Farmworker/laborer: crop, nursery, etc
433041 = Gaming cage workers	452093 = Farmworkers, farm and ranch animals
433051 = Payroll and timekeeping clerks	452099 = Agricultural workers, all other
433061 = Procurement clerks	453011 = Fishers and related fishing workers
433071 = Tellers	453021 = Hunters and trappers
434011 = Brokerage clerks	454011 = Forest and conservation workers
434021 = Correspondence clerks	454021 = Fallers
434031 = Court, municipal, and license clerks	454022 = Logging equipment operators
434041 = Credit authorizers, checkers, and clerks	454023 = Log graders and scalers
434051 = Customer service representatives	454029 = Logging workers, all other
434061 = Eligibility interviewer, govt program	471011 = First-line manager, construction, etc
434071 = File clerks	472011 = Boilermakers
434081 = Hotel, motel, and resort desk clerks	472021 = Brickmasons and blockmasons
434111 = Interviewer, except eligibility/loan	472022 = Stonemasons
434121 = Library assistants, clerical	472031 = Carpenters
434131 = Loan interviewers and clerks	472041 = Carpet installers
434141 = New accounts clerks	472042 = Floor layer, except carpet/wood/etc
434151 = Order clerks	472043 = Floor sanders and finishers
434161 = HR assistant, except payroll/timekeeping	472044 = Tile and marble setters
434171 = Receptionists and information clerks	472051 = Cement masons and concrete finishers
434181 = Reservation/transportation ticket agent	472053 = Terrazzo workers and finishers
434199 = Information and record clerks, all other	472061 = Construction laborers
435011 = Cargo and freight agents	472071 = Paving/surfacing/etc equipment operator
435021 = Couriers and messengers	472072 = Pile-driver operators
435031 = Police, fire, and ambulance dispatchers	472073 = Operating engineer, other operator
435032 = Dispatcher, except police/fire/ambulance	472081 = Drywall and ceiling tile installers
435041 = Meter readers, utilities	472082 = Tapers
435051 = Postal service clerks	472111 = Electricians
435052 = Postal service mail carriers	472121 = Glaziers
435053 = Postal mail sorter, processor, etc	472131 = Insulation workers, floor/ceiling/wall
435061 = Production, planning, expediting clerk	472132 = Insulation workers, mechanical
435071 = Shipping, receiving, and traffic clerks	472141 = Painters, construction and maintenance
435081 = Stock clerks and order fillers	472142 = Paperhangers
	472151 = Pipelayers

Appendix D. Facsimile of Full-scale Instrument—Section D: Employment

472152 = Plumbers, pipefitters, and steamfitters	493051 = Motorboat mechanics
472161 = Plasterers and stucco masons	493052 = Motorcycle mechanics
472171 = Reinforcing iron and rebar workers	493053 = Outdoor power equipment/etc mechanic
472181 = Roofers	493091 = Bicycle repairers
472211 = Sheet metal workers	493092 = Recreational vehicle service technicians
472221 = Structural iron and steel workers	493093 = Tire repairers and changers
473011 = Helpers--brickmason/blockmason/etc	499011 = Mechanical door repairers
473012 = Helpers--carpenters	499012 = Control/valve installer, except door
473013 = Helpers--electricians	499021 = Heating, air conditioning, etc mechanic
473014 = Helpers--painter/paperhanger/etc	499031 = Home appliance repairers
473015 = Helpers--pipelayer/plumber/etc	499041 = Industrial machinery mechanics
473016 = Helpers--roofers	499042 = Maintenance and repair workers, general
473019 = Helpers, construction trades, all other	499043 = Maintenance workers, machinery
474011 = Construction and building inspectors	499044 = Millwrights
474021 = Elevator installers and repairers	499045 = Refractory repairer, except brickmason
474031 = Fence erectors	499051 = Electrical power-line installer/repairer
474041 = Hazardous materials removal workers	499052 = Telecommunication line installer
474051 = Highway maintenance workers	499061 = Camera/photographic equipment repairer
474061 = Rail laying/maintenance equipment op	499062 = Medical equipment repairers
474071 = Septic tank servicer/sewer pipe cleaner	499063 = Musical instrument repairers and tuners
474091 = Segmental pavers	499064 = Watch repairers
474099 = Construction/related workers, other	499069 = Precision instrument/etc repairer, other
475011 = Derrick operators, oil and gas	499091 = Coin/vending/etc machine servicer
475012 = Rotary drill operators, oil and gas	499092 = Commercial divers
475013 = Service unit operators, oil/gas/mining	499093 = Fabric menders, except garment
475021 = Earth drillers, except oil and gas	499094 = Locksmiths and safe repairers
475031 = Explosives worker, blaster, etc	499095 = Manufactured bldng/mobile home installer
475041 = Continuous mining machine operators	499096 = Riggers
475042 = Mine cutting/channeling machine operator	499097 = Signal and track switch repairers
475049 = Mining machine operators, all other	499098 = Helper--installation/maintenance/repair
475051 = Rock splitters, quarry	499099 = Installation/maintenance/repair, other
475061 = Roof bolters, mining	511011 = First-line manager, production/operating
475071 = Roustabouts, oil and gas	512011 = Aircraft structure/surface/etc assembler
475081 = Helpers--extraction workers	512021 = Coil winders, tapers, and finishers
475099 = Extraction workers, all other	512022 = Electrical equipment assembler
491011 = First-line manager, mechanic, etc	512023 = Electromechanical equipment assemblers
492011 = Computer, automated teller, etc repairer	512031 = Engine and other machine assemblers
492021 = Radio mechanics	512041 = Structural metal fabricators and fitters
492022 = Telecommunication installer, except line	512091 = Fiberglass laminators and fabricators
492091 = Avionics technicians	512092 = Team assemblers
492092 = Electric motor/power tool/other repairer	512093 = Timing device assembler/adjuster/etc
492093 = Electrical installer, transportation	512099 = Assemblers and fabricators, all other
492094 = Electrical repairer, commercial, etc	513011 = Bakers
492095 = Electrical repairer, powerhouse, etc	513021 = Butchers and meat cutters
492096 = Electronic installer, motor vehicles	513022 = Meat/poultry/fish cutter/trimmer
492097 = Electronic home entertainment installer	513023 = Slaughterers and meat packers
492098 = Security/fire alarm systems installer	513091 = Food/tobacco roasting machine operator
493011 = Aircraft mechanic/service technician	513092 = Food batchmakers
493021 = Automotive body and related repairers	513093 = Food cooking machine operator/tender
493022 = Automotive glass installer/repairer	514011 = Computer machine operator, metal/plastic
493023 = Automotive service technician/mechanic	514012 = Numerical tool/process programmer
493031 = Bus/truck mechanic, diesel specialist	514021 = Drawing machine setter, metal/plastic
493041 = Farm equipment mechanics	514022 = Forging machine setter, metal/plastic
493042 = Mobile equipment mechanic, except engine	514023 = Rolling machine setter, metal/plastic
493043 = Rail car repairers	514031 = Cutting machine setter, metal/plastic

514032 = Drilling machine setter, metal/plastic	519011 = Chemical equipment operators and tenders
514033 = Grinding machine setter, metal/plastic	519012 = Separating/filtering/etc machine setter
514034 = Lathe machine setter, metal/plastic	519021 = Crushing/grinding/etc machine setter
514035 = Milling machine setter, metal/plastic	519022 = Grinding and polishing workers, hand
514041 = Machinists	519023 = Mixing/blending machine setter
514051 = Metal-refining furnace operator/tender	519031 = Cutters and trimmers, hand
514052 = Pourers and casters, metal	519032 = Cutting/slicing machine setter
514061 = Model makers, metal and plastic	519041 = Extruding machine setter
514062 = Patternmakers, metal and plastic	519051 = Furnace/kiln/oven/etc operator
514071 = Foundry mold and coremakers	519061 = Inspector/tester/sorter/sampler/weigher
514072 = Molding machine setter, metal/plastic	519071 = Jeweler/precious stone/metal workers
514081 = Multiple machine setter, metal/plastic	519081 = Dental laboratory technicians
514111 = Tool and die makers	519082 = Medical appliance technicians
514121 = Welders, cutters, solderers, and brazers	519083 = Ophthalmic laboratory technicians
514122 = Welding machine setter/operator	519111 = Packaging/filling machine operator
514191 = Heat treating setter, metal/plastic	519121 = Coating/painting/spraying machine setter
514192 = Lay-out workers, metal and plastic	519122 = Painters, transportation equipment
514193 = Plating machine setter, metal/plastic	519123 = Painting, coating, and decorating worker
514194 = Tool grinders, filers, and sharpeners	519131 = Photographic process workers
514199 = Metal/plastic worker, all other	519132 = Photographic processing machine operator
515011 = Bindery workers	519141 = Semiconductor processors
515012 = Bookbinders	519191 = Cementing and gluing machine operator
515021 = Job printers	519192 = Cleaning/washing/etc equipment operator
515022 = Prepress technicians and workers	519193 = Cooling/freezing equipment operator
515023 = Printing machine operators	519194 = Etchers and engravers
516011 = Laundry and dry-cleaning workers	519195 = Molder/shaper/etc, except metal/plastic
516021 = Presser, textile/garment/etc	519196 = Paper goods machine setter
516031 = Sewing machine operators	519197 = Tire builders
516041 = Shoe and leather workers and repairers	519198 = Helpers--production workers
516042 = Shoe machine operators and tenders	519199 = Production workers, all other
516051 = Sewers, hand	531011 = Aircraft cargo handling supervisors
516052 = Tailors, dressmakers, and custom sewers	531021 = First-line manager, helper/laborer, hand
516061 = Textile bleaching/etc machine operator	531031 = First-line manager, vehicle operator
516062 = Textile cutting machine setter	532011 = Airline pilot, copilot, flight engineer
516063 = Textile knitting machine setter	532012 = Commercial pilots
516064 = Textile winding machine setter	532021 = Air traffic controllers
516091 = Extruding machine setter, glass fiber	532022 = Airfield operations specialists
516092 = Fabric and apparel patternmakers	533011 = Ambulance driver/attendant, except EMT
516093 = Upholsterers	533021 = Bus drivers, transit and intercity
516099 = Textile/apparel/furnishing worker, other	533022 = Bus drivers, school
517011 = Cabinetmakers and bench carpenters	533031 = Driver/sales workers
517021 = Furniture finishers	533032 = Truck drivers, heavy and tractor-trailer
517031 = Model makers, wood	533033 = Truck drivers, light or delivery service
517032 = Patternmakers, wood	533041 = Taxi drivers and chauffeurs
517041 = Sawing machine setter, wood	533099 = Motor vehicle operators, all other
517042 = Woodworking setter, except sawing	534011 = Locomotive engineers
517099 = Woodworkers, all other	534012 = Locomotive firers
518011 = Nuclear power reactor operators	534013 = Rail yard engineer/dinkey operator
518012 = Power distributors and dispatchers	534021 = Railroad brake/signal/switch operator
518013 = Power plant operators	534031 = Railroad conductors and yardmasters
518021 = Stationary engineer/boiler operator	534041 = Subway and streetcar operators
518031 = Water/liquid waste plant op	534099 = Rail transportation workers, all other
518091 = Chemical plant and system operators	535011 = Sailors and marine oilers
518092 = Gas plant operators	535021 = Captain/mate/pilot of water vessel
518093 = Petroleum system/refinery op, gauger	
518099 = Plant and system operators, all other	

535022 = Motorboat operators
 535031 = Ship engineers
 536011 = Bridge and lock tenders
 536021 = Parking lot attendants
 536031 = Service station attendants
 536041 = Traffic technicians
 536051 = Transportation inspectors
 536099 = Transportation workers, all other
 537011 = Conveyor operators and tenders
 537021 = Crane and tower operators
 537031 = Dredge operators
 537032 = Excavating machine/dragline operator
 537033 = Loading machine, underground mining
 537041 = Hoist and winch operators
 537051 = Industrial truck and tractor operators
 537061 = Cleaners of vehicles and equipment
 537062 = Laborer/mover, hand
 537063 = Machine feeders and offbearers
 537064 = Packers and packagers, hand
 537071 = Gas pumping station operator
 537072 = Pump operators, except wellhead pumpers
 537073 = Wellhead pumpers
 537081 = Refuse and recyclable material collector
 537111 = Shuttle car operators
 537121 = Tank car, truck, and ship loaders
 537199 = Material moving workers, all other
 551011 = Air crew officers
 551012 = Aircraft launch and recovery officers
 551013 = Armored assault vehicle officers
 551014 = Artillery and missile officers
 551015 = Command and control center officers
 551016 = Infantry officers
 551017 = Special forces officers
 551019 = Military officer special/tactical ops
 552011 = First-line manager, air crew
 552012 = First-line manager, weapons specialists
 552013 = First-line manager, other tactical ops
 553011 = Air crew members
 553012 = Aircraft launch and recovery specialists
 553013 = Armored assault vehicle crew members
 553014 = Artillery and missile crew members
 553015 = Command and control center specialists
 553016 = Infantry
 553017 = Radar and sonar technicians
 553018 = Special forces
 553019 = Enlisted tactical ops, air/weapon crew

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDCURTYP

Type of employer

Job title: [MDJBTL]

In your current job, do you work for...

- 1 = [Your primary undergraduate school]
- 2 = A for-profit company
- 3 = A nonprofit organization
- 4 = A local, state, or federal government
- 5 = The military (including civilian employees of the military)
- 6 = I am self-employed
- 7 = None of the above

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

Recode note: If MDJSTAT = 1 and TCURENUG = 1 then MDCURTYP = MCEMPTYP

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

Sources: BPS:04/09 full scale student interview

MDIND

Industry: string

Job title: [MDJBTL]

[If MDCURTYP = 6]

From the list below, please select the category which best describes your industry or business area. As you click on a selection, examples of the industry will be displayed in the box.

[else]

From the list below, please select the category which best describes your employer's industry or business area. As you click on a selection, examples of the industry will be displayed in the box.

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

Recode note: 1) If MDJSTAT = 1 and MDCURTYP = 5 (military) then MDIND = "MILITARY" 2) If MDJSTAT = 1 and MDCURTYP = 4 (government) then MDIND = "GOVERNMENT" 3) If MDJSTAT = 1 and TCURENUG=1 and MCEMPTYP = 5 (military) then MDIND = "MILITARY" 4) If MDJSTAT = 1 and TCURENUG=1 and MCEMPTYP = 4 (government) then MDIND = "GOVERNMENT"

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

Sources: BPS:04/09 full scale student interview

MDINDCD

Industry: code

Job title: [MDJBTL]

[If MDCURTYP = 6]

From the list below, please select the category which best describes your industry or business area. As you click on

a selection, examples of the industry will be displayed in the box.

[else]

From the list below, please select the category which best describes your employer's industry or business area. As you click on a selection, examples of the industry will be displayed in the box.

0 = None listed

11 = Agriculture, forestry, fishing, hunting

21 = Mining

22 = Utilities

23 = Construction

31 = Manufacturing

42 = Wholesale trade

44 = Retail/retail trade

48 = Transportation and warehousing

51 = Information/communication/data processing

52 = Finance and insurance

53 = Real estate and rental and leasing

54 = Professional, scientific, and technical services

55 = Management of companies and enterprises

61 = Education/education services

62 = Health care and social assistance

71 = Arts, entertainment, and recreation

72 = Hotels/motels/accommodations and food services

81 = All other services

92 = Public administration/government

561 = Administrative and support services

562 = Waste management/environmental remediation

811 = Personal care services

812 = Automotive repair and maintenance

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

Recode note: 1) If MDJSTAT = 1 and MDCURTYP = 5 (military) then MDINDCD = 92 2) If MDJSTAT = 1 and MDCURTYP = 4 (government) then MDINDCD = 92 3) If MDJSTAT = 1 and TCURENUG = 1 and MCEMPTYP in (4 5) then MDINDCD = 92

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

Sources: BPS:04/09 full scale student interview

MDSIMJBB

Same or similar job before enrolled

Job title: [MDJBTL]

Did you have your current job, or a similar job, before you enrolled at [primary undergraduate school]?

0 = No

1 = Yes

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDSIMJE

Same or similar job while enrolled

[If TCURENUG = 1]

Have you had another similar job during your enrollment at [primary undergraduate school]?

[else]

Did you have your current job, or a similar job, while you were enrolled at [primary undergraduate school]?

0 = No

1 = Yes

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDJOBM

Total number of months in same or similar job

Job title: [MDJBTL]

How long have you been working in your current job and any similar jobs you had before it?

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDHOURS

Hours worked per week

Job title: [MDJBTL]

On average, how many hours do you work per week in your job?

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

Recode note: If MDJSTAT = 1 and TCURENUG = 1 then MDHOURS = MCHOURS

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

Sources: BPS:04/09 full scale student interview

MDERNAMT

Amount earned from job

Job title: [MDJBTL]

How much do you earn from your job?

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDEARNT

Time frame for earnings

Job title: [MDJBTL]

How much do you earn from your job?

- 1 = Per year
- 2 = Per month
- 3 = Per week
- 4 = Per hour

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDTOTERN

Employment: total earnings

MDTOTERN is an internal variable indicating earnings from current job.

Initialize MDTOTERN = -9

If MDERNAMT = -9 then MDTOTERN = -9

else if MDEARNT = MDTOTERN = -9

else if MDEARNT = 1 then MDTOTERN = MDERNAMT

else if MDEARNT = 2 then MDTOTERN = MDERNAMT * 12

else if MDEARNT = 3 then MDTOTERN = MDERNAMT * 52

else if MDEARNT = 4 then MDTOTERN = MDERNAMT * 2000

Note: Due to rounding, MDTOTERN may not equal calculations exactly.

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDEMPBA

Employer offers benefits: medical insurance

Job title: [MDJBTL]

Which of the following benefits does your current employer offer? Medical insurance and/or other health insurance such as dental or vision

0 = No

1 = Yes

Applies to: Respondents who were currently employed, but not self-employed.

Instrument code: MDJSTAT = 1 and MDCURTYP ne 6 and (TCURENUG ne 1 or MCEMPTY ne 6)

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

Sources: BPS:04/09 full scale student interview

MDEMPBB

Employer offers benefits: life insurance

Job title: [MDJBTL]

Which of the following benefits does your current employer offer? Life insurance

0 = No

1 = Yes

Applies to: Respondents who were currently employed, but not self-employed.

Instrument code: MDJSTAT = 1 and MDCURTYP ne 6 and (TCURENUG ne 1 or MCEMPTY ne 6)

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

Sources: BPS:04/09 full scale student interview

MDEMPBC

Employer offers benefits: retirement benefits

Job title: [MDJBTL]

Which of the following benefits does your current employer offer?

Retirement or other financial benefits, such as a 401(k)/403(b)

0 = No

1 = Yes

Applies to: Respondents who were currently employed, but not self-employed.

Instrument code: MDJSTAT = 1 and MDCURTYP ne 6 and (TCURENUG ne 1 or MCEMPTY ne 6)

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

Sources: BPS:04/09 full scale student interview

MDJBREA

Job responsibilities: supervise others

Job title: [MDJBTL]

In your current job, do you...

Supervise the work of others?

0 = No

1 = Yes

Applies to: Respondents who were currently employed, but not self-employed.

Instrument code: MDJSTAT = 1 and MDCURTYP ne 6 and (TCURENUG ne 1 or MCEMPTYP ne 6)

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

Sources: BPS:04/09 full scale student interview

MDJBREB

Job responsibilities: hiring or firing decisions

Job title: [MDJBTL]

In your current job, do you...

Participate in hiring or firing decisions?

0 = No

1 = Yes

Applies to: Respondents who were currently employed, but not self-employed.

Instrument code: MDJSTAT = 1 and MDCURTYP ne 6 and (TCURENUG ne 1 or MCEMPTYP ne 6)

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

Sources: BPS:04/09 full scale student interview

MDJBREC

Job responsibilities: set salaries

Job title: [MDJBTL]

In your current job, do you...

Participate in setting salary rates for employees?

0 = No

1 = Yes

Applies to: Respondents who were currently employed, but not self-employed.

Instrument code: MDJSTAT = 1 and MDCURTYP ne 6 and (TCURENUG ne 1 or MCEMPTYP ne 6)

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

Sources: BPS:04/09 full scale student interview

MDFIRSTJ

First job after leaving most recent undergraduate school

Job title: [MDJBTL]

Is your current job the first job you had after you were last enrolled as an undergraduate at [primary undergraduate school]?

0 = No

1 = Yes

Applies to: Respondents who were employed, but not in the same or similar job they had while enrolled, were not current undergraduates, and began the interview before July 1, 2009, or respondents who were employed, but not in the same or similar job they had while enrolled, did not plan to enroll in the 2009-2010 school year, and began the interview after June 30, 2009.

Instrument code: (MDJSTAT = 1 and MDSIMJE ne 1 and (TCURENUG ne 1 and [began interview before July 1, 2009]) or (MDJSTAT = 1 and MDSIMJE ne 1 and TPLNENR ne 1 and [began interview after June 30, 2009]))

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

Sources: BPS:04/09 full scale student interview

MDSCHPLC

Job search assistance from school placement office

Job title: [MDJBTL]

Did the school placement office or anyone at [primary undergraduate school] help you to find your current job?

0 = No

1 = Yes

Applies to: Respondents who were employed, but not in the same/similar job they had while enrolled.

Instrument code: MDJSTAT = 1 and (TCURENUG = 1 or MDSIMJE ne 1)

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

Sources: BPS:04/09 full scale student interview

MDRELMAJ

Job related to undergraduate major

Job title: [MDJBTL]

Would you say your current job is related to the major or field of study you had when you were last enrolled at [primary undergraduate school] as an undergraduate?

0 = No

1 = Yes

Applies to: Respondents who were not currently enrolled as a graduate student, were employed, and had declared at least one major.

Instrument code: TCURENGR ne 1 and MDJSTAT = 1 and (MCDBLMAJ ne 0 and (TERNDGUG not in (-3 0) and MCDBLMAJ ne -9))

Recode note: If MDJSTAT = 1 and TCURENUG = 1 then MDRELMAJ = MCRELMAJ

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

Sources: BPS:04/09 full scale student interview

MDRELCRS

Job related to undergraduate coursework

Job title: [MDJBTL]

Would you say your current job is related to the coursework you had when you were last enrolled at [primary undergraduate school] as an undergraduate?

0 = No

1 = Yes

Applies to: Respondents who were not currently enrolled as a graduate student, were employed, and had either not declared a major or were not enrolled in a degree program.

Instrument code: TCURENGR ne 1 and MDJSTAT = 1 and (MCDBLMAJ = 0 or (TERNDGUG in (-3 0) and MCDBLMAJ = -9))

Recode note: If MDJSTAT = 1 and TCURENUG = 1 then MDRELCRS = MCRELCRS

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

Sources: BPS:04/09 full scale student interview

MDEDDIFF

Difficulty in doing job without undergraduate coursework

Job title: [MDJBTL]

Would it be difficult for you to do your current job without having had the undergraduate courses you took at [primary undergraduate school]?

0 = No

1 = Yes

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDCONLIC

Employer required: industry certification or license

Job title: [MDJBTL]

[If MDCURTYP not in (6 -9) or (TCURENUG = 1 and MCEMPTY ne 6)]

Were any of the following required by your current employer as a condition for working?

[else]

Were any of the following required as a condition for working?

An industry certification or occupational license

0 = No

1 = Yes

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDCONCER

Employer required: vocational or technical certificate

Job title: [MDJBTL]

[If MDCURTYP not in (6 -9) or (TCURENUG = 1 and MCEMPTY ne 6)]

Were any of the following required by your current employer as a condition for working?

[else]

Were any of the following required as a condition for working?

A vocational or technical certificate or diploma

0 = No

1 = Yes

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDCONDEG

Employer required: 2-year or 4-year college degree

Job title: [MDJBTL]

[If MDCURTYP not in (6 -9) or (TCURENUG = 1 and MCEMPTY ne 6)]

Were any of the following required by your current employer as a condition for working?

[else]

Were any of the following required as a condition for working?

A 2-year or 4-year college degree

0 = No

1 = Yes

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDLIC2

License required for current job: general code

Job title: [MDJBTL]

What license or professional certification is required for your current position? (Please select a general area and then the specific discipline within the general area. Use the arrow at the right side of the first box to display the

general areas. Click to select the desired general area, and then select the desired specific discipline within the area from the second box.)

General area

- 100 = Accounting
- 200 = Agriculture
- 300 = Arts
- 400 = Business
- 500 = Communications
- 600 = Construction
- 700 = Counseling
- 800 = Education
- 900 = Engineering
- 1000 = Health
- 1100 = Insurance
- 1200 = Manufacturing
- 1300 = Personal services
- 1400 = Public safety
- 1500 = Real estate
- 1600 = Repair
- 1700 = Transportation
- 1800 = Vendor-specific business/computer certification
- 1900 = Food services
- 2000 = Law
- 99900 = Other

Applies to: Respondents who were currently employed and were required to have an industry certification or occupational license for their employment.

Instrument code: MDJSTAT = 1 and MDCONLIC = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/09 full scale student interview

MDLIC4

License required for current job: specific code

Job title: [MDJBTL]

What license or professional certification is required for your current position? (Please select a general area and then the specific discipline within the general area. Use the arrow at the right side of the first box to display the general areas. Click to select the desired general area, and then select the desired specific discipline within the area from the second box.)

Specific area

- | | |
|------------------------------------|--|
| 1 = CPA | 40 = Licensed practical nursing |
| 2 = Auditor | 41 = Midwifery |
| 3 = Broker | 42 = Physical therapy |
| 4 = Bookkeeping | 43 = EMT/paramedic |
| 5 = Agriculture | 44 = Medical/dental technician |
| 6 = Pest control | 45 = Physical therapy |
| 7 = Forestry | 46 = Veterinary medicine |
| 8 = Wildlife management | 47 = Veterinary technician |
| 9 = Professional arts | 48 = Other health |
| 10 = Photography | 49 = Insurance |
| 11 = Other arts | 50 = Underwriter |
| 12 = Finance | 51 = Actuary law - attorney |
| 13 = Human resources/benefits | 52 = Mediator |
| 14 = Management | 53 = Paralegal |
| 15 = Purchasing | 54 = Manufacturing |
| 16 = Communications | 55 = Cosmetology |
| 17 = Broadcast | 56 = Barber |
| 18 = Architecture | 57 = Massage |
| 19 = Building | 58 = Fitness/personal training |
| 20 = Welding | 59 = Other personal services |
| 21 = Other construction | 60 = Public safety |
| 22 = Social work | 61 = Law enforcement |
| 23 = Therapist | 62 = Real estate |
| 24 = Counselor | 63 = Automotive mechanic |
| 25 = Elementary/secondary teaching | 64 = Heating/air conditioning |
| 26 = Childcare | 65 = Electronics |
| 27 = Teacher's aide | 66 = Aviation |
| 28 = Library | 67 = Jewelry/watch/lens/other fine craftsman |
| 29 = Administration | 68 = Commercial transportation license |
| 30 = Professional engineer | |
| 31 = Engineer in training | |
| 32 = Engineering technician | |
| 33 = Medicine | |
| 34 = Dentistry | |
| 35 = Pharmacy | |
| 36 = Chiropractic | |
| 37 = Optometry | |

- | | |
|----------------------------|--------------------------|
| 38 = Podiatry | 69 = Hazardous materials |
| 39 = Registered nursing | 70 = Xerox copier |
| 72 = Microsoft | 71 = IBM |
| 73 = Cisco | 75 = Food services |
| 74 = Other vendor-specific | 76 = Attorney |
| | 999 = Other, general |

Applies to: Respondents who were currently employed, were required to have an industry certification or occupational license for their employment, and selected a general license code for which a corresponding specific license code was available.

Instrument code: MDJSTAT = 1 and MDCONLIC = 1 and MDLICT2 not in (1200 1500 1900 99900)

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

Sources: BPS:04/09 full scale student interview

MDPRGCRT

Already hold license or certification

General Area: [MDLICT2]

Specific Area: [MDLICT4]

Do you already hold this license or professional certification?

0 = No

1 = Yes

Applies to: Respondents who were currently employed, were required to have a professional license or certificate for their employment, and provided a general license code.

Instrument code: MDJSTAT = 1 and MDCONLIC = 1 and MDLICT2 > 0

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

Sources: BPS:04/09 full scale student interview

MDSTRTCR

Consider current job start of career

Job title: [MDJBTL]

Do you consider your current job to be the beginning of a career you are pursuing in your occupation or industry?

0 = No

1 = Yes

2 = No, it is already part of an established career

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDNTCAA - MDNTCAE

Job description

Job title: [MDJBTL]

Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?

MDNTCAA - Pays the bills

MDNTCAB - Provides experience needed for your future

MDNTCAC - Allows freedom to pursue other interests

MDNTCAD - Provides benefits

MDNTCAE - Other

0 = No

1 = Yes

Applies to: Respondents who were currently employed, and reported their job as not being the beginning of their career.

Instrument code: MDJSTAT = 1 and MDSTRTCR = 0

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

Sources: BPS:04/09 full scale student interview

MDADVNC

Undergraduate education helped advance career

[If TCURENUG = 0]

Did your undergraduate education at [primary undergraduate school] help you advance in your career? [else]

Will your undergraduate education at [primary undergraduate school] help you advance in your career?

0 = No

1 = Yes

Applies to: Respondents who were currently employed.

Instrument code: MDJSTAT = 1

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

Sources: BPS:04/09 full scale student interview

MDJOBSA - MDJOBSF

Job satisfaction

Job title: [MDJBTL]

Please indicate whether you are satisfied with each of the following in your current job:

MDJOBSA - Your pay

MDJOBSB - Fringe benefits (such as health insurance or retirement benefits)

MDJOBSC - Importance and challenge of your work

MDJOBSD - Opportunities for promotion and advancement

MDJOBSE - Opportunities to use your training and education

MDJOBSF - Job security

MDJOBSEG - Opportunities for further training and education

MDJOBOSH - Overall, would you say you are satisfied with your job?

0 = No

1 = Yes

Applies to: Respondents who were currently employed, but not self-employed.

Instrument code: MDJSTAT = 1 and MDCURTYP ne 6 and (TCURENUG ne 1 or MCEMPTYP ne 6)

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

Sources: BPS:04/09 full scale student interview

MDUNEMP3

Ever unemployed at least three months since undergraduate graduation

We'd like to ask you about any periods of unemployment you may have had since you were last enrolled as an undergraduate at [primary undergraduate school]-- that is, periods of at least 3 months when you were not working but looking for work.

0 = No

1 = Yes

Applies to: Respondents who began the interview before July 1, 2009 and were not currently enrolled as an undergraduate or graduate student, or who began the interview after June 30, 2009, were not currently enrolled as a graduate student, and did not indicate plans to enroll during the 2009-2010 school year.

Instrument code: ([began interview before July 1, 2009] and TCURENGR ne 1 and TCURENUG ne 1) or ([began interview after June 30, 2009] and TCURENGR ne 1 and TPLNENR ne 1)

Recode note: 1) If MDUNTIM in (0 1 2) then MDUNEMP3 = 0

2) If MDNUMOUT = 0 then MDUNEMP3 = 0

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

Sources: BPS:04/09 full scale student interview

MDNUMOUT

Number of spells of unemployment that lasted more than three months

Since you were last enrolled as an undergraduate at [primary undergraduate school], how many times have you been unemployed and looking for a job for a period of more than 3 months?

Observed range: 0 - 70

Applies to: Respondents who were not currently enrolled as an undergraduate or graduate student and had ever been unemployed for more than three months since undergraduate enrollment.

Instrument code: TCURENGR ne 1 and TCURENUG ne 1 and MDUNEMP3 = 1

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

Sources: BPS:04/09 full scale student interview

MDUNTIM

Longest period of unemployment: total number of months

After your undergraduate enrollment at [primary undergraduate school], what was the longest period of time you were unemployed and looking for a job?

Applies to: Respondents who were not currently enrolled as an undergraduate or graduate student and had ever been unemployed for more than three months since undergraduate enrollment.

Instrument code: TCURENGR ne 1 and TCURENUG ne 1 and MDUNEMP3 = 1

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

Sources: BPS:04/09 full scale student interview

MDSEARCH

Currently looking for a job

Are you currently looking for a job?

0 = No

1 = Yes

Applies to: Respondents who were not employed.

Instrument code: MDJSTAT in (0 -9)

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

Sources: BPS:04/09 full scale student interview

MDUNCMP

Receiving unemployment compensation

Are you receiving unemployment compensation while you are not working?

0 = No

1 = Yes

Applies to: Respondents who were not employed and were looking for a job.

Instrument code: MDJSTAT in (0 -9) and MDSEARCH = 1

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

Sources: BPS:04/09 full scale student interview

MDLTMPMY

Date of last employment

Since your undergraduate enrollment at [primary undergraduate school], in what month and year were you last employed?

Applies to: Respondents who were not employed.

Instrument code: MDJSTAT in (0 -9)

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

Sources: BPS:04/09 full scale student interview

MDLTMPN

No employment since last undergraduate enrollment

[If TCURENUG = 1]

In what month and year were you last employed?

[else]

Since your undergraduate enrollment at [primary undergraduate school], in what month and year were you last employed?

No employment after undergraduate enrollment

0 = Employed since enrolled

1 = Never employed since enrolled

Applies to: Respondents who were not employed.

Instrument code: MDJSTAT in (0 -9)

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

Sources: BPS:04/09 full scale student interview

MDLNINC

Loan influenced employment plans

Has the amount of student loan debt you have from your undergraduate education influenced your employment plans and decisions in any way?

0 = No

1 = Yes

Applies to: Respondents who began the interview before July 1, 2009, were not currently enrolled as an undergraduate or graduate student in a degree or certificate program, and took out loans for their undergraduate education, or who began the interview after June 30, 2009, did not plan to enroll in a degree or certificate program in the 2009-2010 school year, and took out loans for their undergraduate education.

Instrument code: ([began interview before July 1, 2009] and TCURENGR ne 1 and (TCURENUG ne 1 or TENRTPUG ne 1) and MCUGLN = 1) or ([began interview after June 30, 2009] and TCURENGR ne 1 and (TPLNENR ne 1 or TENRTPUG ne 1) and MCUGLN = 1)

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

Sources: BPS:04/09 full scale student interview

MDLNICA - MDLNICE

Loan influenced employment plans

In what ways has your undergraduate student loan debt influenced your employment plans and decisions?

MDLNICA - Took job outside field of study or training

MDLNICB - Took less desirable job

MDLNICC - Had to work more hours than desired

MDLNICD - Had to work more than one job at the same time

MDLNICE - Other

0 = No

1 = Yes

Applies to: Respondents who began the interview before July 1, 2009, were not currently enrolled as an undergraduate or graduate student in a degree or certificate program, took out loans for their undergraduate education, and whose employment plans were affected by it, or who began the interview after June 30, 2009, did not plan to enroll in a degree or certificate program in the 2009-2010 school year, took out loans for their undergraduate education, and whose employment plans were affected by it.

Instrument code: ([began interview before July 1, 2009] and TCURENGR ne 1 and (TCURENUG ne 1 or TENRTPUG ne 1) and MCUGLN = 1 and MDLNINC = 1) or ([began interview after June 30, 2009] and TCURENGR ne 1 and (TPLNENR ne 1 or TENRTPUG ne 1) and MCUGLN = 1 and MDLNINC = 1)

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

Sources: BPS:04/09 full scale student interview

Section E: Background

MECITZN

Citizenship status

Are you a U.S. citizen?

- 1 = Yes
- 2 = No - Resident alien, permanent resident, or other eligible non-citizen; hold a temporary resident's card or other eligible non-citizen temporary resident's card
- 3 = No - Student visa, in the country on an F1 or F2 visa, or on a J1 or J2 exchange visitor visa

Applies to: All respondents.

Recode note: If Y_N4CITZ = 1 or Y_KECITZ = 1 then MECITZN = 1

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

Sources: BPS:04/09 full scale student interview

MEPRSVT

Vote in last presidential election

Did you vote in the last presidential election?

- 0 = No
- 1 = Yes

Applies to: All respondents.

Recode note: If MECITZN > 1 then MEPRSVT = 0

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

Sources: BPS:04/09 full scale student interview

MEEVRVT

Ever voted in a U.S. election

Have you ever voted in any national, state, or local election?

- 0 = No
- 1 = Yes

Applies to: All respondents.

Recode note: 1) If MECITZN > 1 then MEEVRVT = 0

2) If MEPRSVT = 1 or Y_EVRVT = 1 then

MEEVRVT = 1

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

Sources: BPS:04/09 full scale student interview

MEVOTE

Registered to vote

Are you currently registered to vote in U.S. elections?

- 0 = No
- 1 = Yes

Applies to: All respondents.

Recode note: 1) If MECITZN > 1 then MEVOTE = 0

2) If MEPRSVT = 1 then MEVOTE = 1

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

Sources: BPS:04/09 full scale student interview

MEMARR

Current marital status

What is your current marital status?

- 1 = Single, never married
- 2 = Married
- 3 = Separated
- 4 = Divorced
- 5 = Widowed

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MEALONE

Household composition: live alone

With whom are you currently living?

Live alone

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MESPODP

Household composition: spouse or domestic partner

With whom are you currently living?

Spouse or domestic partner

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MEDPNTS

Household composition: children or dependents

With whom are you currently living?

Children and/or other dependents

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MEPARIL

Household composition: parents or in-laws

With whom are you currently living?

Parents or in-laws

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MEHSOTH

Household composition: other

With whom are you currently living?

Other person or people not listed

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MEDEPS

Has dependent children

[If MEMARR = 2]

Do you or your spouse have any children under the age of 25 that you support financially?

[else]

Do you have any children under the age of 25 that you support financially?

0 = No

1 = Yes

Applies to: All respondents.

Recode note: 1) If MEDEP2 = 0 then MEDEPS = 0

2) If MEDAGE = 25 then MEDEPS = 0

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

Sources: BPS:04/09 full scale student interview

MEDEP2

Number of dependent children

[If MEMARR = 2]

How many children under the age of 25 do you or your spouse support financially?

[else]

How many children under the age of 25 do you support financially?

Observed range: 0 - 9

Applies to: All respondents.

Recode note: 1) If MEDEPS = 0 then MEDEP2 = 0

2) If MEDAGE = 25 then MEDEP2 = 0

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

Sources: BPS:04/09 full scale student interview

MEDAGE

Age of youngest dependent child

[If MEDEP2 > 1]

What is the age of your youngest dependent child?

[else if MEDEP2 = 1]

How old is your dependent child?

[else]

If you have more than one child, please report the age of your youngest dependent child. If you have one dependent child, please report the age of that child.

Observed range: 0 - 25

Applies to: Respondents with at least one dependent child.

Instrument code: MEDEPS = 1

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

Sources: BPS:04/09 full scale student interview

MEINCOM

Respondent income in 2008

[If MEMARR = 2]

What was your income from all sources (including income from work, investments, alimony, etc.), prior to taxes and deductions, for calendar year 2008? (Please exclude your spouse's income.)

[else]

What was your income from all sources (including income from work, investments, alimony, etc.), prior to taxes and deductions, for calendar year 2008?

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MEINEST

Respondent income estimates for 2008

[If MEMARR in (2 3)]

What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2008? (Please exclude your spouse's income.)
Please indicate the range that best estimates your income from all sources for 2008.
[else]

This question about your income is critical to understanding the financial benefits and labor market outcomes of people who have attended a college or vocational/trade school since high school.
What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2008? Please indicate the range that best estimates your income from all sources for 2008.

- 1 = Less than \$20,000
- 2 = \$20,000-\$29,999
- 3 = \$30,000-\$39,999
- 4 = \$40,000-\$49,999
- 5 = \$50,000-\$59,999
- 6 = \$60,000-\$69,999
- 7 = \$70,000-\$79,999
- 8 = \$80,000-\$89,999
- 9 = \$90,000-\$99,999
- 10 = \$100,000-\$149,999
- 11 = Above \$150,000

Applies to: Respondents who did not provide an income on MEINCOM.

Instrument code: MEINCOM = -9
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/09 full scale student interview

MEINCSP

Spouse's income in 2008

How much would you estimate your spouse earned from all sources, prior to taxes and deductions, in calendar year 2008?

Applies to: Respondents who were married to their spouse in 2008.

Instrument code: MEMARR = 2 and MESPNOT ne 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/09 full scale student interview

MESPNOT

Not married to spouse in 2008

How much would you estimate your spouse earned from all sources, prior to taxes and deductions, in calendar year 2008?

Check here if you were not married to your spouse in 2008

0 = No

1 = Yes

Applies to: Married respondents.

Instrument code: MEMARR = 2

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

Sources: BPS:04/09 full scale student interview

MEINSRA

Spouse's income estimate for 2008

Please indicate the range that best estimates the amount your spouse earned from all sources, prior to taxes and deductions, in calendar year 2008.

- 1 = Less than \$20,000
- 2 = \$20,000-\$29,999
- 3 = \$30,000-\$39,999
- 4 = \$40,000-\$49,999
- 5 = \$50,000-\$59,999
- 6 = \$60,000-\$69,999
- 7 = \$70,000-\$79,999
- 8 = \$80,000-\$89,999
- 9 = \$90,000-\$99,999
- 10 = \$100,000-\$149,999
- 11 = Above \$150,000

Applies to: Married respondents who did not provide an income on MEINCSP for their spouse and who were married to their spouse in 2008.

Instrument code: MEMARR = 2 and MEINCSP = -9 and MESPNOT ne 1

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

Sources: BPS:04/09 full scale student interview

MEUNTAX

Received untaxed benefits in 2008

[If MEMARR = 2 and MESPNOT ne 1]

In 2008, did you or your spouse receive any untaxed income or benefits, such as TANF (AFDC) or food stamps?

[else]

In 2008, did you receive any untaxed income or benefits, such as TANF (AFDC) or food stamps?

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MEHOUSE

Own home or pay rent

[If MEMARR = 2]

Do you own a home or are you paying rent? If someone other than your spouse makes mortgage or rent payments on your behalf, please answer, "Neither own a home nor pay rent."

[else]

Do you own a home or are you paying rent? If someone makes mortgage or rent payments on your behalf, please answer, "Neither own a home nor pay rent."

0 = Neither own a home nor pay rent

1 = Own home (or pay a mortgage)

2 = Pay rent

Applies to: Respondents who were not enrolled as an undergraduate or living on a college campus.

Instrument code: MCSCHRES ne 1 or TCURENUG ne 1

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

Sources: BPS:04/09 full scale student interview

MEMTGAMT

Monthly rent or mortgage payment amount

[If MEMARR = 2 and MEHOUSE = 1]

How much is your monthly mortgage payment? If you share payment of your mortgage with anybody other than your spouse, please indicate the amount for which you and your spouse are responsible.

[else if MEHOUSE = 1]

How much is your monthly mortgage payment? If you share payment of your mortgage with others, please indicate the amount for which you are responsible.

[else if MEMARR = 2 and MEHOUSE = 2]

How much is your monthly rent payment? If you share payment of your rent with anybody other than your spouse, please indicate the amount for which you and your spouse are responsible.

[else]

How much is your monthly rent payment? If you share payment of your rent with others, please indicate the amount for which you are responsible.

Applies to: Respondents who were not enrolled as an undergraduate or living on a college campus, and who own a home or pay rent, except those who indicated not knowing the monthly payment amount.

Instrument code: (MCSCHRES ne 1 or TCURENUG ne 1) and MEHOUSE > 0 and MEMTGDK = 0

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

Sources: BPS:04/09 full scale student interview

MEMTGDK

Monthly rent or mortgage payment amount: don't know

[If MEMARR = 2 and MEHOUSE = 1]

How much is your monthly mortgage payment? If you share payment of your mortgage with anybody other than your spouse, please indicate the amount for which you and your spouse are responsible.

[else if MEHOUSE = 1]

How much is your monthly mortgage payment? If you share payment of your mortgage with others, please indicate the amount for which you are responsible.

[else if MEMARR = 2 and MEHOUSE = 2]

How much is your monthly rent payment? If you share payment of your rent with anybody other than your spouse, please indicate the amount for which you and your spouse are responsible.

[else]

How much is your monthly rent payment? If you share payment of your rent with others, please indicate the amount for which you are responsible.

Don't know

0 = No

1 = Yes

Applies to: Respondents who were not enrolled as an undergraduate or living on a college campus, and who own a home or pay rent.

Instrument code: (MCSCHRES ne 1 or TCURENUG ne 1) and MEHOUSE > 0

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

Sources: BPS:04/09 full scale student interview

MECARLON

Have loan or lease payments for car

[If MEMARR = 2]

Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle? If someone other than your spouse makes the payments on your behalf, please answer, "no."

[else]

Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle? If someone makes the payments on your behalf, please answer, "no."

0 = No

1 = Yes

Applies to: All respondents.

Recode note: If MECARLON = 1 and MECARMT = 0 then MECARLON = 0

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

Sources: BPS:04/09 full scale student interview

MECARAMT

Monthly car payment amount

How much do you pay for your vehicle loan or lease each month?

Applies to: Respondents who made loan or lease payments for a vehicle.

Instrument code: MECARLON = 1

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

Sources: BPS:04/09 full scale student interview

MECRDUSE

Have credit cards

Do you have any credit cards?

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MEPAYOFF

Pay off or carry credit balance

Do you usually pay off any credit card balance(s) each month, or carry the balance(s) over from month to month?

1 = Pay off balance(s)

2 = Carry balance(s)

Applies to: Respondents with at least one credit card.

Instrument code: MECRDUSE > 0

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

Sources: BPS:04/09 full scale student interview

MECRDBAL

Balance due on all credit cards

What was the balance on your credit card(s) according to your last statement(s)?

Applies to: Respondents with at least one credit card who carry their balance over from month to month.

Instrument code: MECRDUSE > 0 and MEPAYOFF = 2

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

Sources: BPS:04/09 full scale student interview

MESPLV

Spouse's highest education level

What is your spouse's highest level of education?

1 = Did not complete high school

2 = High school diploma or equivalent

3 = Vocational or technical training or certificate/diploma

4 = Less than 2 years of college

5 = Associate's degree

6 = 2 or more years of college but no degree

7 = Bachelor's degree

8 = Graduate degree or certificate (post baccalaureate certificate, master's degree, post master's certificate, Ph.D., Ed.D., or professional degree such as dentistry, law, medicine, pharmacy, divinity/theology)

Applies to: Married respondents.

Instrument code: MEMARR = 2

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

Sources: BPS:04/09 full scale student interview

MESPLN

Spouse has student loans

[If MESPLV in (-9 -1 8)]

Did your spouse take out any student loans for undergraduate or graduate education?

[else]

Did your spouse take out any student loans for undergraduate education?

0 = No

1 = Yes

Applies to: Married respondents whose spouse completed high school.

Instrument code: MEMARR = 2 and MESPLV ne 1

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

Sources: BPS:04/09 full scale student interview

MESPAMT

Spouse's total student loan amount

What is the total amount your spouse has borrowed in student loans? (If you are unsure of the amount, please provide your best estimate.)

Applies to: Married respondents whose spouse completed high school and had student loans.

Instrument code: MEMARR = 2 and MESPLV ne 1 and MESPLN = 1

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

Sources: BPS:04/09 full scale student interview

MESPOWE

Amount of spouse's loans still owed

[If MESPAMT = -9]

How much of your spouse's student loans are still owed? [else]

How much of the \$[MESPAMT] in total student loans does your spouse still owe?

Applies to: Married respondents whose spouse completed high school and had student loans.

Instrument code: MEMARR = 2 and MESPLV ne 1 and MESPLN = 1

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

Sources: BPS:04/09 full scale student interview

MESPLNPY

Spouse's monthly student loan payment

How much does your spouse pay each month for his or her student loans?

Applies to: Married respondents whose spouse completed high school and had student loans for which they still owed.

Instrument code: MEMARR = 2 and MESPLV ne 1 and MESPLN = 1 and MESPOWE not in (-9 0) and MESPLNIR = 0

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

Sources: BPS:04/09 full scale student interview

MESPLNIR

Spouse's monthly student loan payment: not yet in repayment

How much does your spouse pay each month for his or her student loans?

Not yet in repayment

0 = No

1 = Yes

Applies to: Married respondents whose spouse completed high school and whose spouse had student loans not currently in repayment.

Instrument code: MEMARR = 2 and MESPLV ne 1 and MESPLN = 1 and MESPOWE not in (-9 0)

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

Sources: BPS:04/09 full scale student interview

MECOMSRV

Community service/volunteer in 12 months

Have you performed any community service or volunteer work in the last 12 months? Please do not include charitable donations (such as food, clothing, money, etc.), paid community service, or court-ordered service.

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MESCHSRV

Start volunteering because of school-related activity

Was the volunteer work you performed in the last 12 months started through a school-related activity? (A school-related activity could include a school club such as a sorority or fraternity, a class requirement, etc.)

0 = No

1 = Yes

Applies to: Respondents who had volunteered in the past 12 months and attended school in 2008 or 2009.

Instrument code: MECOMSRV = 1 and [attended school in 2008 or 2009]

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

Sources: BPS:04/09 full scale student interview

MEVLTPA - MEVLTPJ

Volunteer type

What types of community service or volunteer work did you perform in the last 12 months?

MEVLTPA - Tutoring, education-related work with kids

MEVLTPB - Other work with kids (coaching, sports, Big Brother or Big Sister, etc.)

MEVLTPC - Fundraising (political or non-political)

MEVLTPD - Homeless shelter or soup kitchen

MEVLTPF - Neighborhood improvement, clean-up, or Habitat for Humanity

MEVLTPF - Health services or hospital, nursing home, group home

MEVLTPG - Service to church or other religious organization

MEVLTPH - Service to nonprofit organizations (work for Salvation Army, United Cerebral Palsy, etc.)

MEVLTPJ - Service to the community (volunteer firefighter, for town festival, ombudsman, polling station assistant, etc.)

MEVLTPJ - Another type of service not listed

0 = No

1 = Yes

Applies to: Respondents who had volunteered in the past 12 months.

Instrument code: MECOMSRV = 1

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

Sources: BPS:04/09 full scale student interview

MEVLHRS

Number of hours volunteered per month

On average, how many hours did you volunteer each month during the last year? (If you participated in a one time special event or project, indicate, "One time event.")

Hour(s)

Applies to: Respondents who had volunteered in the past 12 months and did not indicate participation in a one time event.

Instrument code: MECOMSRV = 1 and MEVLONE ne 1

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

Sources: BPS:04/09 full scale student interview

MEVLONE

One time volunteer event

On average, how many hours did you volunteer each month during the last year? (If you participated in a one time special event or project, indicate, "One time event.")

One time event

0 = No

1 = Yes

Applies to: Respondents who had volunteered in the past 12 months.

Instrument code: MECOMSRV = 1

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

Sources: BPS:04/09 full scale student interview

MEHIGHED

Highest education level ever expected

Now we'd like to ask a few questions about your educational and personal goals. What is the highest level of education you ever expect to complete?

0 = No degree or certificate expected

2 = Undergraduate certificate or diploma (occupational or technical program)

3 = Associate's degree

4 = Bachelor's degree

6 = Postbaccalaureate certificate or program

8 = Master's degree

9 = Post-master's certificate

10 = Professional degree (only includes the following programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, divinity, theology, or veterinary medicine)

11 = Doctoral degree

Applies to: All respondents.

Recode note: If THIGHDGD = 11 then MEHIGHED = 11

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

Sources: BPS:04/09 full scale student interview

MEPLNTCH

Plan on teaching K-12

Do you plan on becoming a teacher at the K-12 (kindergarten through grade 12) level?

1 = Definitely yes

2 = Probably yes

3 = Probably not

4 = Definitely not

Applies to: All respondents.

Recode note: If MDOCC6 in (252012 252021 252022 252023 252031 252032 252041 252042 252043) then MEPLNTCH = 1

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

Sources: BPS:04/09 full scale student interview

MEDISSEN

Disability: sensory impairment

And finally, these last few questions will help us better understand the educational and employment experiences of people with disabilities. Do you have a sensory impairment, such as blindness, deafness, or a severe vision or hearing impairment, that has lasted for 6 months or more?

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MEDISMOB

Disability: mobility impairment

Do you have a mobility impairment that has substantially limited one or more basic physical activities, such as

walking, climbing stairs, reaching, lifting, or carrying, for 6 months or more?

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

MEDISOTH

Disability: other disability

Excluding any disabilities already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted 6 months or more?

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/09 full scale student interview

Y_ENRBA

Previously enrolled in baccalaureate program

Preloaded variable calculated from NPSAS:04 and BPS:04/06 data indicating whether the sample member has enrolled for a bachelor's degree since July 1, 2006.

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: NPSAS:2004 full scale student interview

Y_YESBA

Earned baccalaureate prior to July 1, 2006

Preloaded variable calculated from BPS:04/06 data indicating whether the sample member earned a bachelor's degree prior to July 1, 2006.

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/06 full scale student interview

Y_DOB

Preloaded date of birth

Preloaded variable calculated from NPSAS:04 and BPS:04/06 data indicating the sample member's date of birth.

Applies to: All respondents.

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

Sources: NPSAS:2004 full scale student interview

Y_KECITZ

BPS:04/06 citizenship

Preloaded variable calculated from BPS:04/06 data indicating whether the sample member is a U.S. citizen.

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: BPS:04/06 full scale student interview

Y_N4CITZ

NPSAS:04 citizenship

Preloaded variable calculated from NPSAS:04 data indicating whether the sample member is a U.S. citizen.

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: NPSAS:2004 full scale student interview

Y_EVRVT

Ever vote in prior surveys

Preloaded variable calculated from NPSAS:04 and BPS:04/06 data indicating whether the sample member has ever voted in U.S. elections.

0 = No

1 = Yes

Applies to: All respondents.

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

Sources: NPSAS:2004 full scale student interview

Appendix E

Training Material for Interviewers

**BPS:04/09 Full Scale
Telephone Interviewer Training Agenda
Three Day Agenda: Tuesday – Thursday (3/17-3/19)**

<i>Day 1/Session 1</i>	<i>6:00 p.m.–10:00 p.m.</i>
-------------------------------	------------------------------------

6:00 – 6:10	Welcome and Introduction
6:10 – 6:30	Overview of Study
6:30 – 6:40	Your Role as a Telephone Interviewer
6:40 – 6:50	Confidentiality
6:50 – 7:25	Demonstration Interview
7:25 – 7:35	Frequently Asked Questions
7:35 – 7:45	<i>Break</i>
7:45 – 9:00	Q x Q Review
9:00 – 9:05	<i>Short Break</i>
9:05 – 9:30	Introduction to the Assisted Coders
9:30 – 9:55	Introduction to the Front End; Front End “QxQs”
9:55 – 10:00	Wrap-up questions

<i>Day 2/Session 2</i>	<i>6:00 p.m.–10:00 p.m.</i>
-------------------------------	------------------------------------

6:00 – 6:05	FAQ Review
6:05 – 6:55	Coding practice (McKinlay – notarization)
6:55 – 7:05	<i>Break</i>
7:05 – 8:40	Paired Mocks
8:40 – 8:45	<i>Short Break</i>

8:45 – 8:55	FAQ Review (Paired)
8:55 – 9:10	Conversational Interviewing Discussion
9:10 – 9:55	Round Robin Mock Interview #1
9:55 – 10:00	Wrap-up questions

Day 3/Session 3

6:00 p.m.–10:00 p.m.

6:00 – 6:30	Coding Certification
6:30 – 6:35	FAQ Review
6:35 – 7:25	Additional Front End Practice
7:25 – 8:15	Round Robin Mock #2
8:15 – 8:25	<i>Break</i>
8:25 – 8:30	Training Evaluations <i>(allow ~5 minutes before or after certifications to allow for TI questions about timesheets, etc.)</i>
8:30 –10:00	Certification Interviews/FAQ Certification

BPS:04/09 CAPI Training Agenda July 27-30, 2009

	Training Component	Time Allotment
8:30 – 9:30	Welcome Housekeeping Introductions Overview of study Overview of Training	60 minutes
9:30-9:50	Your Role as a Field Interviewer	20 minutes
9:50-10:00	Confidentiality	10 minutes
10:00-10:15	Review of General Manual	15 minutes
10:15-10:30	<i>Break</i>	15 minutes
10:30-11:45	Active Listening Conversational Interviewing Demonstration Interview	75 minutes
11:45-12:45	<i>Lunch</i>	60 minutes
12:45-1:45	New Headway Policies	60 minutes
1:45-2:15	Frequently Asked Questions	30 minutes
2:15-2:30	Review of Supplemental Manual	15 minutes
2:30-3:00	Administrative Procedures	30 minutes
3:00-3:15	<i>Break</i>	15 minutes
3:15-4:15	Introduction to the BPS Laptop	60 minutes
4:15-4:45	Email Introduction	30 minutes
4:45-5:00	Wrap-Up Questions	15 minutes

	Training Component	Time Allotment
8:30 – 9:15	Review of Day 1 Overview of Day 2	45 minutes
9:15-10:15	Case Folder Review	60 minutes
10:15-10:30	<i>Break</i>	15 minutes
10:30-11:30	Coding Practice	60 minutes
11:30-12:00	FAQ Review	30 minutes
12:00-1:00	<i>Lunch</i>	60 minutes
1:00-2:00	Tracing Procedures	60 minutes
2:00-3:15	QxQ Review	75 minutes
3:15-3:30	<i>Break</i>	15 minutes
3:30-4:00	CAPI CMS - Intro to the Front End	30 minutes
4:00-4:45	Round Robin Mock #1	45 minutes
4:45-5:00	Wrap-Up Questions	15 minutes

	Training Component	Time Allotment
8:30 – 9:00	Review of Day 2 Overview of Day 3	30 minutes
9:00-9:45	Paired Mock #1	45 minutes
9:45-10:00	FAQ Review	15 minutes
10:00-10:15	<i>Break</i>	15 minutes
10:15-11:00	Paired Mock #2	45 minutes
11:00-11:30	Coding Exercise Review	30 minutes
11:30-12:00	Headway Forms (ePTE & Expense Reports)	30 minutes
12:00-1:00	<i>Lunch</i>	
1:00 – 1:40	Round Robin Mock #2	40 minutes
1:40-2:00	Certification: Coding	20 minutes
2:00-4:00	Certifications: Interviews FAQ Active Listening Conversational Interviewing Transmitting CAF Assignments	120 minutes
4:00-4:15	Training Evaluations	15 minutes
4:15-4:45	Summary	30 minutes
4:45-5:00	Closing	15 minutes

Training Manual Contents

1.0	INTRODUCTION.....	1-1
1.1.	What Is the 2004/09 Beginning Postsecondary Students Longitudinal Study?	1-1
1.1.1.	Overview of BPS:04/09	1-2
1.1.2.	What Is the Purpose of the BPS:04/09 Study?.....	1-2
1.2.	Methodology.....	1-2
1.2.1.	How Were Sample Members Selected?	1-3
1.2.2.	How Will the Interviews Be Conducted?	1-4
1.2.3.	The Use of Incentives.....	1-5
1.2.4.	Data Collection Experiments	1-6
1.3.	Data Collection Schedule.....	1-8
1.4.	Project Staff	1-8
1.5.	Common Abbreviations	1-8
2.0	GENERAL INTERVIEWING TECHNIQUES	2-1
2.1.	Overview	2-1
2.2.	Sample Members' Rights	2-2
2.2.1.	Right to Accurate Representation.....	2-3
2.2.2.	Right of Informed Consent	2-3
2.2.3.	Right to Refuse	2-4
2.2.4.	Right of Privacy	2-4
2.3.	Confidentiality	2-4
2.3.1.	Confidentiality Clearance	2-8
2.4.	Obtaining Cooperation	2-8
2.5.	Refusals.....	2-10
2.6.	Insist Pay	2-10
2.7.	Best Practices in Conducting the Interview.....	2-11
2.7.1.	Asking the Questions.....	2-12
2.7.2.	Using Feedback	2-15
2.7.3.	Recording Responses Accurately	2-16
2.7.4.	Use of Judgment in Coding	2-16
2.7.5.	Answers to Questions.....	2-16
3.0	LOCATING AND CONTACTING SAMPLE MEMBERS	3-1
3.1.	Pre-CATI Tracing Activities	3-1
3.2.	CATI Locating Procedures	3-1
3.3.	Tracing Procedures.....	3-2
3.4.	Prompting	3-3
3.5.	Initial Contact.....	3-3
3.6.	Scheduling a Callback.....	3-5
3.7.	Telephone Answering Machine Message Protocol.....	3-7
3.8.	Status Codes	3-7
4.0	CATI DATA COLLECTION	4-1
4.1.	Web-Based Instrumentation/Self-Administered Instrument	4-1
4.2.	Using a Windows-Based System.....	4-1

4.2.1.	Moving or Sizing Windows	4-1
4.3.	Working With Web Questions.....	4-2
4.4.	Overview of the Questionnaire	4-3
5.0	QUALITY CONTROL	5-1
5.1.	Ensuring Quality in the Interview.....	5-1
5.1.1.	Performance Monitoring	5-1
5.2.	Electronic Problem Reports.....	5-5
5.2.1.	Submitting Electronic Problem Sheets in the CATI-CMS	5-7
5.3.	Quality Circle Meetings.....	5-11
5.4.	Conclusion	5-12
6.0	HELP DESK AGENT SUPPLEMENT	6-1
6.1.	Training	6-1
6.2.	Help Desk Objectives	6-1
6.3.	Help Desk Agent Responsibilities.....	6-2
6.4.	Toll-Free Telephone Number and Routing System	6-3
6.5.	Types of Questions You Will Encounter.....	6-3
6.6.	Help Desk Call-Tracking Module.....	6-4
6.6.1.	Logging In to the Help Desk Call-Tracking Module.....	6-4
6.6.2.	Responding to a Call.....	6-6
6.6.3.	Assisting the Caller and Logging the Call.....	6-8
6.6.4.	Search Incidents	6-13
6.6.5.	Reviewing Pending Incidents	6-14
6.6.6.	Exiting the Application	6-16
6.7.	Conclusion	6-16
7.0	TELEPHONE SUPERVISOR SUPPLEMENT	7-1
7.1.	Responsibilities of BPS Personnel.....	7-1
7.1.1.	Project Supervisors	7-1
7.1.2.	Quality Control Supervisors	7-2
7.1.3.	Help Desk Agents	7-3
7.1.4.	Telephone Interviewers.....	7-3
7.2.	Project Communications	7-4
7.3.	Hiring and Training	7-5
7.4.	Shift Preparations.....	7-6
7.5.	Silent Monitoring	7-6
7.6.	Problem Sheets.....	7-7
7.7.	Questions From Sample Members.....	7-7
7.8.	Case Management	7-8
7.9.	800 Number Call-Ins and Tracing Referrals.....	7-13
7.10.	Supervisory Review Procedures.....	7-13
7.10.1.	Tracing Review	7-14
7.10.2.	Appointments	7-14
7.10.3.	Refusals.....	7-15
7.10.4.	Cases With Over 20 Calls.....	7-15
7.10.5.	CCS Missed Appointments.....	7-16
7.10.6.	Supervisor Review Queue.....	7-16

7.10.7. How CATI Selects the Roster Line for the Next Call.....	7-16
7.11. Nonresponse Incentive Protocol	7-17
7.12. Handling Incentive Cases on the Telephone.....	7-18
7.13. Monitoring Costs	7-18
7.14. Periodic Project Meetings.....	7-19
7.14.1. Maintenance of Project Files	7-19
7.14.2. Conclusion.....	7-19

APPENDIXES

A. Prenotification Letters.....	A-1
B. Event and Summary Status Codes.....	B-1
C. Full-scale Trace Review Procedures	C-1
D. Refusal Conversion Procedures	D-1
E. Help Desk Issues/Resolutions.....	E-1

EXHIBITS

1-1. Steps in data collection	1-3
1-2. Schedule of major data collection activities.....	1-8
2-1. Confidentiality Agreement	2-6
2-2. Affidavit of Nondisclosure	2-7
2-3. The CATI-CMS insist pay screen	2-11
2-4. Location of the help desk link on the BPS form screen.....	2-14
2-5. Answering questions and dealing with reluctant sample members.....	2-17
3-1. Student website home/login page.....	3-5
4-1. Glossary of Windows terms.....	4-1
5-1. Monitoring form.....	5-2
5-2. Interview instrument form name	5-6
5-3. Problem reporting system	5-8
5-4. The top menu in CATI.....	5-11
6-1. Help desk login screen.....	6-5
6-2. ESD Applications screen	6-5
6-3. Case Helpdesk screen	6-6
6-4. Search Sample Members screen	6-6
6-5. Example of search results	6-7
6-6. Case detail screen.....	6-8
6-7. New Incident screen	6-10
6-8. Make an appointment with a sample member	6-12
6-9. “Incidents That Require Followup” link.....	6-13

6-10.	Searching for incidents (incidents that require follow-up)	6-14
6-11.	Incident Detail screen	6-15
6-12.	Logging out of CATI-CMS.....	6-16
7-1.	BPS scheduler queue definitions and ID mappings	7-9
7-2.	CATI menu option queue mapping	7-12

Appendix F

Notification Material for Student Interview Data Collection

Brochure	F-3
Panel Maintenance Letter	F-6
Address Update Information – Parent (English and Spanish)	F-8
BPS Lead Letter – Parents (English and Spanish)	F-10
Address Update Information – Student (English and Spanish)	F-13
Lead Letter – Student (English and Spanish)	F-15
Data Collection Announcement – Parent Letter (English and Spanish)	F-18
Initial Letter to Base-Year Respondents (English and Spanish)	F-21
Data Collection Announcement Postcard	F-24
CATI Requested Letter (English and Spanish)	F-25
BPS Prompt Letter (English and Spanish)	F-28
Refusal/Hard to Reach Letter (English and Spanish)	F-31
May Folded Postcard	F-34
June Flyer	F-36
Spanish Interview Letter (English and Spanish)	F-37
Parent Reminder Letter	F-39
Yellow Envelope Postcard	F-40
September Priority Mail Flyer	F-41
Final Fed Ex Letter	F-42
Thank You Letter	F-43

Brochure



Why was I chosen to participate?

You were selected to participate in BPS because you first enrolled in college or other postsecondary education during the 2003–04 academic year. Study participants were first interviewed in 2004 and again in 2006. Now, we want to contact you one last time to find out about your education, employment, and other experiences during the past few years.

Why should I participate?

Policymakers and researchers use BPS data to better understand beginning students' paths in postsecondary education. Your responses, combined with institutional records, help answer questions such as the following:

- What percentages of students complete various degree programs?
- Do students who receive financial aid complete their programs in the same length of time as those who do not receive financial aid?
- Why do students leave school?
- How does employment affect students' success in school?
- What types of volunteer activities are students involved in?

Although participation in this study is voluntary, there is no substitute for your responses.

What is BPS about?

BPS follows first-time beginning students to find out about their experiences during the 6 years since they first enrolled in postsecondary education. We are interviewing more than 18,600 people, selected from approximately 1,300 institutions. The interview will collect information on a number of topics including the following:

- education progress and plans;
- experience in the workforce;
- earnings and expenses;
- family status;
- participation in civic activities; and
- personal and professional goals.

BPS is sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. The study is being conducted under contract by RTI International, a nonprofit research organization based in North Carolina. BPS is authorized by the Education Sciences Reform Act of 2002 (Public Law 107-279).

Will my answers be kept confidential?

Yes, federal law requires that we protect your privacy. Your responses will be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

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

- Your answers will be secured behind firewalls and encrypted during internet transmission. All data entry modules are password protected and require the user to log in before accessing confidential data.
- Project staff may be severely fined or imprisoned for disclosure of individual responses.
- Confidentiality procedures are reviewed and approved by the Institutional Review Board in RTI's Office of Research Protection.

BPS STUDENT INTERVIEW DATA COLLECTION

What have we learned from BPS?

In the last BPS interview, conducted 2 years after students began college, we learned that

- almost 20 percent of beginning students who first enrolled at a 4-year college were no longer enrolled in school;
- nearly 18 percent of beginning students who first enrolled at a 2-year college had attained a degree; and
- fifty-two percent of beginning students who first enrolled at a less-than-2-year college had earned a degree.

To see more results, go to <http://nces.ed.gov/pubs2007/2007169.pdf>.

How do I participate?

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

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

On average, the interview takes about 20 minutes to complete. Web interview time will vary, depending on your internet connection speed.

Are there any benefits or risks to my participation?

The risk of participation in this study relates to data security. Given the strict confidentiality and security procedures in place, risks to participation are minimal.

While there are no specific benefits to you for participating in BPS, your participation will help ensure the success of the study and help policymakers better understand the costs and benefits of postsecondary education.

How can I get a copy of the results?

Publications from previous studies are available free of charge on the NCES website at <http://nces.ed.gov/pubsearch/>. Results from the current study are scheduled to be released in 2010 and will be posted on the NCES website as soon as they are available.

FOR ASSISTANCE WITH BPS, PLEASE CONTACT THE HELP DESK OR VISIT THE STUDY WEBSITE

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

BPS HELP DESK
1-800-334-2321
bps@rti.org

If you have questions or concerns, you may contact the following:

Dr. Jennifer Wine BPS Project Director (RTI) 1-877-225-8470 (toll-free) jennifer@rti.org	Dr. Tracy Hunt-White BPS Project Officer (NCES) 1-202-502-7438 tracy.hunt-white@ed.gov
---	--

If you have questions about your rights as a study participant, please call RTI's Institutional Review Board at 1-866-214-2043 (toll-free) or send an e-mail message to orpe@rti.org regarding IRB number 11899.



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

Panel Maintenance Letter
BPS «panelinfo»
Case ID «caseid»



*Beginning
Postsecondary
Students
Longitudinal Study*

Please update your contact information for BPS.

Dear «fname» «lname»:

You may remember participating in an interview a few years ago for the U.S. Department of Education's National Center for Education Statistics (NCES) about issues related to your education since completing high school. NCES has contracted with RTI International* to conduct the data collection for the next Beginning Postsecondary Students Longitudinal Study (BPS), which will begin in early 2009. Because the results from this study will help develop policy regarding participation in higher education, your experiences will help determine how future tax dollars are spent. To ensure that we have the most up-to-date contact information for you, we are requesting that you take a few moments to log onto the BPS website and update your current contact information.

You may access the contact information update page by logging onto our secure website at <https://surveys.nces.ed.gov/bps> using the Study ID provided below.

Study ID = «caseid»

If you have trouble accessing the website or would rather update your information by phone, please contact us toll-free at 1-800-334-2321.

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

Sincerely,

Jennifer Wine, PhD
BPS Project Director

*RTI International is a trade name of Research Triangle Institute.

Thank you in advance for making BPS a success.

«fname» «lname» «name»
«Addr1»
«Addr2»
«City», «state» «zip»

ADDRESS SERVICE REQUESTED

PO Box 12194
Research Triangle Park, NC 27709-2194
RTI Project #0208407.300.336



For more information
Visit: <https://surveys.nces.ed.gov/bps>
Or call: 1-800-334-2321

Address Update Information – Parent (English and Spanish)

Beginning Postsecondary Students Longitudinal Study

Address Update Information -Parent

Study ID: «caseid»
«stupanelinfo»

1. Please review «fname»'s current address and phone numbers displayed on the left side of the box below. Check here if all information preprinted in this section is **entirely correct**..... ☐

If «pronoun2» address is not entirely correct or current, **please update** it in the space provided on the right side of the box.

<p>«fname» «mname» «lname» «suffix» «addr1» «addr2» «city», «state» «zip» «zip4» («area1») «phone1»</p>	<p>Name: _____ Address: _____ _____ Home phone: () _____ Work phone: () _____ _____ Cell phone: () _____ _____</p>
--	--

2. We will send «fname» an e-mail to let «pronoun2» know that data collection has begun. Please provide an e-mail address that we can use to contact **«pronoun2»**.

Primary e-mail address: _____
Alternative e-mail address: _____

Thank you for your assistance.

Please return this page in the enclosed postage-paid envelope.

Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios

Formulario de actualización del domicilio

Identificación del estudio: «caseid»
«stupanelinfo»

1. Por favor, revise la dirección y números de teléfono actuales de «fname» que aparecen en el lado izquierdo del recuadro que está a continuación. Marque aquí si toda la información impresa en esta sección es **correcta en su totalidad**..... ☐

*Si la dirección de «span_pronoun1» no es correcta en su totalidad o no está actualizada,, **favor de poner al día** la información en el espacio que se proporciona en el lado derecho del recuadro.*

«fname» «mname» «lname» «suffix» «addr1» «addr2» «city», «state» «zip» «zip4» («area1») «phone1»	Nombre: _____ Dirección: _____ _____ Teléfono de la casa: () _____ Teléfono del trabajo: () _____ Teléfono celular: () _____
--	--

2. Le enviaremos a «fname» un correo electrónico para hacerle saber que ha comenzado recopilación de datos. Por favor, proporcione una dirección de correo electrónico que podamos usar para comunicarnos con «span_pronoun1».

Dirección primaria de correo electrónico: _____

Dirección alterna de correo electrónico: _____

Muchas gracias por su ayuda.

Favor de devolver este formulario en sobre adjunto con porte postal prepago.

BPS Lead Letter – Parents (English and Spanish)

November 29, 2011

«Cpname»
«CpAddr1»
«CpAddr2»
«CpCity», «CpState» «CpZip» «CpZip4»

Study ID: «caseid»
«panelinfo»

Dear «Cpfname» «Cplname»:

The National Center for Education Statistics (NCES) in the U.S. Department of Education is responsible for reporting on the condition of education in the United States. One way that is done is by interviewing students who are beginning their postsecondary education. This study, the Beginning Postsecondary Students Longitudinal Study (BPS), captures information on students' enrollment experiences, persistence in school, courses taken, degrees completed and employment following enrollment. BPS is described in some detail in the enclosed brochure.

«sPfname» «sPlname» was randomly selected to participate in BPS in 2004 and now we will be contacting «pronoun2» for one final interview. We need your help to update our records for «pronoun2». **Please take a few minutes to update the enclosed Address Update Information sheet and return it in the enclosed postage paid envelope.**

We will be re-contacting «sPfname» and other study participants beginning in February 2009 to ask questions about their recent education and employment experiences. Your help in updating our address information for «pronoun2» will ensure the success of the study. While the nation has millions of college students, only a small number have been selected to participate in this study. Therefore, it is extremely important that we be able to contact them. **If «sPfname» completes the interview on the Web by the date provided «pronoun2», «pronoun1» will receive \$«IncAmt» as a token of our appreciation.**

NCES has contracted with RTI International to conduct this cycle of the BPS data collection. Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected. If you have any questions about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

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

Sincerely,



Tom Weko
Associate Commissioner
National Center for
Education Statistics
Enclosures

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

«span_fill1» «Cpfname» «Cplname»

El Centro Nacional de Estadísticas sobre la Educación (NCES, por sus siglas en inglés) del Departamento de Educación de los Estados Unidos es responsable de reportar la condición de la educación en los Estados Unidos. Una manera de hacerlo es entrevistando a estudiantes que están empezando su educación postsecundaria. Este estudio, el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios (BPS, por sus siglas en inglés), recopila información acerca de las experiencias que tienen los estudiantes durante su matrícula, perseverancia en la escuela, cursos que han tomado, títulos obtenidos y situación laboral después de estar matriculados. El folleto adjunto describe con detalles el estudio BPS.

«sPfname» «sPlname» fue «span_fill2» al azar para participar en el estudio BPS en el año 2004 y ahora nos comunicaremos con «span_pronoun1» para una entrevista final. Necesitamos su ayuda para poner al día nuestros registros sobre «span_pronoun1». **Por favor, tome unos minutos para completar el formulario de actualización del domicilio y envíelo en el sobre con porte postal prepagado.**

Nos volveremos a comunicar con «sPfname» y con otros participantes del estudio a comienzos de febrero del 2009, para preguntarle sobre sus experiencias recientes con su educación y situación laboral. La ayuda que usted nos dé para actualizar la información sobre la dirección de «span_pronoun1» asegurará el éxito de este estudio. A pesar de que el país cuenta con millones de estudiantes universitarios, sólo un pequeño número de ellos ha sido seleccionado para participar en este estudio. Por lo tanto, es sumamente importante que nos podamos comunicar con ellos. **Si «sPfname» completa la entrevista en el sitio Web en la fecha que se le indicó a «span_pronoun1», «span_pronoun1» recibirá \$«IncAmt» dólares como muestra de nuestro agradecimiento.**

El Centro Nacional de Estadísticas sobre la Educación (NCES, por sus siglas en inglés), ha contratado a RTI International para realizar esta ronda de recopilación de datos del Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios. Usted puede tener la seguridad que NCES y RTI siguen procedimientos estrictos de confidencialidad para proteger la privacidad de los participantes en estudios así como la confidencialidad de la información recopilada. Si tiene cualquier pregunta sobre el estudio, favor de llamar a la directora del estudio en RTI, la Dra. Jennifer Wine, gratis al 1-877-225-8470.

Le agradecemos de antemano su participación y su colaboración en este estudio importante.

El Centro Nacional de Estadísticas sobre la Educación (NCES por sus siglas en inglés) del Departamento de Educación de los Estados Unidos está autorizado por ley federal (Ley Pública 107-279) para realizar el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios. El NCES autorizará solamente a un número limitado de estudiosos a tener acceso a información que pudiera ser utilizada para identificar a las personas. Los estudiosos pueden utilizar los datos solamente para propósitos estadísticos y están sujetos a multas y encarcelamiento en caso de mala utilización.

De acuerdo a la Ley de Reducción de Trabajo Administrativo de 1995, ninguna persona tiene la obligación de responder a un cuestionario que solicite información, a menos que lleve un número de control de OMB (Oficina de Administración y Presupuesto) válido. El número válido de control otorgado por el OMB para esta recopilación de datos es el 1850-0631, y esta recopilación de datos es completamente voluntaria. Se calcula que el tiempo promedio para completar cada cuestionario es de 20 minutos, incluyendo el tiempo para revisar las instrucciones, buscar la información, juntar los datos necesarios, completar y revisar la información recopilada. Si tiene cualquier comentario acerca de la exactitud del tiempo estimado o sugerencias para mejorar la entrevista, favor de escribir a: U.S. Department of Education, Washington, DC 20006. Si tiene comentarios o dudas con respecto a su entrevista particular, favor de escribir directamente a: la Dra. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Address Update Information – Student (English and Spanish)

Beginning Postsecondary Students Longitudinal Study Address Update Information -Student

Study ID number: «caseid»
«panelinfo»

1. Please review your current address and phone numbers displayed on the left side of the box below. Check here if all information preprinted in this section is **entirely correct**. ☐

If your address is not entirely correct or current, **please update** it in the space provided on the right side of the box. If you prefer to update your locating information online, visit our secure website at <https://surveys.nces.ed.gov/bps/> and refer to your study ID number **«caseid»**.

«fname» «mname» «lname» «suffix» «addr1» «addr2» «city», «state» «zip» «zip4» («area») «phone»	First Name: _____ Last Name: _____ Suffix (e.g. Jr., Sr.) _____ Street Address: _____ _____ City: _____ State: _____ Zip: _____ Home phone: (____) _____ Work phone: (____) _____ Cell phone: (____) _____
--	--

2. We will send an e-mail to let you know that data collection has begun. Please provide an e-mail address that we can use to contact you.

Primary e-mail address: _____

Alternate e-mail address: _____

3. Would you like us to send a text message on the cell phone listed above when data collection is about to begin? (Please note: standard text messaging rates apply.) Yes ☐ No ☐

If yes, please give us the name of your cell phone service provider (e.g. AT&T, Verizon, Sprint, etc.) to ensure the message is sent to the correct carrier.

Cell phone service provider: _____

Thank you for your assistance.

Please return this page in the enclosed postage-paid envelope.

Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios Formulario de actualización del domicilio

Identificación del estudio: «caseid»
«panelinfo»

1. Por favor, revise su dirección y números de teléfono actuales que aparecen en el lado izquierdo del recuadro que está a continuación. Marque aquí si toda la información impresa en esta sección es **correcta en su totalidad**. ☐

*Si su dirección no es correcta en su totalidad o no está actualizada, **favor de poner al día** la información en el espacio que se proporciona en el lado derecho del recuadro. Si usted prefiere actualizar la información en Internet, visite nuestra página segura en el sitio web <https://surveys.nces.ed.gov/bps/> y haga referencia al número de identificación del estudio **«caseid»**.*

«fname» «mname» «lname» «suffix» «addr1» «addr2» «city», «state» «zip» «zip4» («area») «phone»	Nombre: _____ Dirección: _____ _____ Teléfono de la casa: (____) _____ Teléfono del trabajo: (____) _____ Teléfono celular: (____) _____
--	---

2. Le enviaremos un correo electrónico para hacerle saber que ha comenzado la recopilación de datos. Por favor, proporcione una dirección de correo electrónico que podamos usar para comunicarnos con usted.

Dirección primaria de correo electrónico: _____
 Dirección alterna de correo electrónico: _____

Muchas gracias por su ayuda.

Favor de devolver este formulario en el sobre adjunto con porte postal prepago

Lead Letter – Student (English and Spanish)

November 29, 2011

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Study ID number: «caseid»
«panelinfo»

Dear «fname» «lname»:

«fill1» «fill2»«fill4»

Enclosed you will find a brochure with a brief description of BPS, findings from prior BPS studies, and confidentiality procedures. When data collection begins in February 2009, you will receive a letter with specific instructions on how to participate. The interview will take about 20 minutes to complete on the Web. If you complete the interview by the date indicated in the letter, you will receive \$«IncAmt» as a token of our appreciation.

In the meantime, we need your help to update our records. Please provide your mailing address, telephone number, and e-mail address on the enclosed address update sheet and return it to us in the business reply envelope provided. To find out more about this BPS interview or to update your contact information online, visit the study's website at <https://surveys.nces.ed.gov/bps/>.

NCES has contracted with RTI International to conduct «fill3»the BPS data collection. Please be assured that both NCES and RTI follow strict confidentiality procedures to protect your privacy and the confidentiality of the information collected. If you have any questions about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

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

Sincerely,



Thomas Weko
Associate Commissioner
Postsecondary Studies Division
National Center for Education Statistics

Enclosures

To update your contact information online:
Go to: <https://surveys.nces.ed.gov/bps/>
Enter study ID number: «caseid»

Appendix F. Notification Material for Student Interview Data Collection

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

«span_fill» «fname» «lname»:

«span_fill1»«span_fill2»«span_fill3»

Adjuntamos a la presente un folleto con una breve descripción del Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios, así hallazgos de previos estudios de BPS y los procedimientos de confidencialidad. Cuando comience la recopilación de datos en febrero de 2009, usted recibirá una carta con instrucciones específicas sobre cómo participar. La entrevista tomará alrededor de 20 minutos en completarse en el sitio web. Si contesta la entrevista a más tardar en la fecha indicada en la carta, usted recibirá \$«IncAmt» como muestra de nuestro agradecimiento.

Mientras tanto, necesitamos su ayuda para actualizar nuestros registros. Por favor, proporcione su dirección de correo, número de teléfono y dirección de correo electrónico en el formulario de actualización del domicilio adjunto y envíelo por correo en el sobre que adjuntamos. Para saber más sobre la entrevista de este estudio o para actualizar su información en Internet, visite el sitio web <https://surveys.nces.ed.gov/bps/>.

El Centro Nacional de Estadísticas de la Educación ha contratado a RTI International para realizar la recopilación de datos de esta ronda del Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios. Puede estar «span_fill4» que el Centro Nacional de Estadísticas de la Educación y RTI seguirán procedimientos estrictos de confidencialidad para proteger su privacidad y la confidencialidad de la información recopilada. Si usted tiene preguntas sobre el estudio, por favor llame a la directora del estudio en RTI, Dra. Jennifer Wine, al número de teléfono gratuito 1-877-225-8470.

Le agradezco de antemano su participación en este importante estudio. Apreciamos sinceramente su cooperación.

El Centro Nacional de Estadísticas sobre la Educación (NCES por sus siglas en inglés) del Departamento de Educación de los Estados Unidos está autorizado por ley federal (Ley Pública 107-279) para realizar el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios. El NCES autorizará solamente a un número limitado de estudiosos a tener acceso a información que pudiera ser utilizada para identificar a las personas. Los estudiosos pueden utilizar los datos solamente para propósitos estadísticos y están sujetos a multas y encarcelamiento en caso de mala utilización.

De acuerdo a la Ley de Reducción de Trabajo Administrativo de 1995, ninguna persona tiene la obligación de responder a un cuestionario que solicite información, a menos que lleve un número de control de OMB (Oficina de Administración y Presupuesto) válido. El número válido de control otorgado por el OMB para esta recopilación de datos es el 1850-0631, y esta recopilación de datos es completamente voluntaria. Se calcula que el tiempo promedio para completar cada cuestionario es de 20 minutos, incluyendo el tiempo para revisar las instrucciones, buscar la información, juntar los datos necesarios, completar y revisar la información recopilada. Si tiene cualquier comentario acerca de la exactitud del tiempo estimado o sugerencias para mejorar la entrevista, favor de escribir a: U.S. Department of Education, Washington, DC 20006. Si tiene comentarios o dudas con respecto a su entrevista particular, favor de escribir directamente a: la Dra. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Data Collection Announcement – Parent Letter (English and Spanish)

November 29, 2011

«cPname»
«CpAddr1»
«CpAddr2»
«CpCity», «CpState» «CpZip»

Study ID number: «caseid»
«panelinfo»

Dear «Cpfname» «Cplname»:

A few years ago, «sPfname» participated in the «fill1» conducted by RTI International for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. On February 24, 2009, we will begin data collection for a final follow-up interview «fill2». **If «sPfname» completes the interview by March 23, 2009, «pronoun1» will receive \$«IncAmt» as a token of our appreciation.**

Enclosed you will find a brochure with a brief description of BPS, findings from prior studies, and confidentiality procedures. The «fill3»BPS interview will ask questions about «sPfname»'s education and employment experiences since the last interview. «sPfname»'s participation in this study, while voluntary, is critical to its success.

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

Thank you for helping to make BPS a success.

Sincerely,



Jennifer S. Wine, Ph.D.
BPS Project Director
Education Studies Division
RTI International



Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosures

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

«span_fill» «Cpfname» «Cplname»:

Hace unos años, «sPfname» participó en el «span_fill1». Este estudio es realizado por RTI International para el Centro Nacional de Estadísticas sobre la Educación (NCES, por sus siglas en inglés) del Instituto de Ciencias de la Educación del Departamento de Educación de los Estados Unidos. El 24 de febrero de 2009 comenzaremos a recopilar información para la entrevista final de seguimiento «span_fill2». **Si «sPfname» completa la entrevista a más tardar el 23 de marzo de 2009, «span_pronoun1» recibirá \$«IncAmt» dólares como muestra de nuestro agradecimiento.**

Adjuntamos a la presente un folleto con una breve descripción del Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios (BPS, por sus siglas en inglés), incluyendo los resultados de estudios anteriores y los procedimientos de confidencialidad. La entrevista «span_fill3» del Estudio Longitudinal de Estudiantes que Comienzan Postsecundarios hará preguntas sobre la educación y las experiencias de empleo de «sPfname» desde la última entrevista. Aunque la participación de «sPfname» es voluntaria, ésta tiene mucha importancia para el éxito del estudio.

Si usted tiene preguntas acerca del Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios, por favor comuníquese con la Directora del Proyecto de este estudio, Dra. Jennifer Wine, al número de teléfono gratuito 1-877-225-8470, o también puede enviarle un correo electrónico a: jennifer@rti.org. También puede comunicarse con la Funcionaria del Proyecto en el Centro Nacional de Estadísticas sobre la Educación, Dra. Tracy Hunt-White, al número 202-502-7438, o a través de su correo electrónico: tracy.hunt-white@ed.gov.

Muchas gracias por ayudar a que el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios sea todo un éxito.

El Centro Nacional de Estadísticas sobre la Educación (NCES por sus siglas en inglés) del Departamento de Educación de los Estados Unidos está autorizado por ley federal (Ley Pública 107-279) para realizar el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios. El NCES autorizará solamente a un número limitado de estudiosos a tener acceso a información que pudiera ser utilizada para identificar a las personas. Los estudiosos pueden utilizar los datos solamente para propósitos estadísticos y están sujetos a multas y encarcelamiento en caso de mala utilización.

De acuerdo a la Ley de Reducción de Trabajo Administrativo de 1995, ninguna persona tiene la obligación de responder a un cuestionario que solicite información, a menos que lleve un número de control de OMB (Oficina de Administración y Presupuesto) válido. El número válido de control otorgado por el OMB para esta recopilación de datos es el 1850-0631, y esta recopilación de datos es completamente voluntaria. Se calcula que el tiempo promedio para completar cada cuestionario es de 20 minutos, incluyendo el tiempo para revisar las instrucciones, buscar la información, juntar los datos necesarios, completar y revisar la información recopilada. Si tiene cualquier comentario acerca de la exactitud del tiempo estimado o sugerencias para mejorar la entrevista, favor de escribir a: U.S. Department of Education, Washington, DC 20006. Si tiene comentarios o dudas con respecto a su entrevista particular, favor de escribir directamente a: la Dra. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Initial Letter to Base-Year Respondents (English and Spanish)

November 29, 2011

«stu_name»
«addr1»
«addr2»
«citystzip»

Dear «fname» «lname»:

The last round of interviews for the Beginning Postsecondary Students Longitudinal Study (BPS) is now being conducted. The interview will take about 20 minutes to complete. **If you complete your BPS interview by March 23rd, you will receive a check for \$«IncAmt» as a token of our appreciation.**

Enclosed you will find a brochure describing the BPS study. To access the web interview, log in to the secure website at <https://surveys.nces.ed.gov/bps/> using the study ID number and password provided below. If you have questions or problems completing your interview online, please call the **BPS Help Desk at 1-800-334-2321** (e-mail bps@rti.org).

The password is case sensitive; you will need to enter it exactly as it appears.

Study ID number = «caseid»

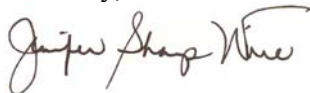
Password = «password»m

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

RTI International is conducting BPS on behalf of the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. If you have any questions about the study, please contact the BPS Project Director, Dr. Jennifer Wine, toll-free at 1-877-225-8470, e-mail: jennifer@rti.org, or the NCES Project Officer, Dr. Tracy Hunt-White, at 202-502-7438, e-mail: tracy.hunt-white@ed.gov.

Thank you for helping to make BPS a success.

Sincerely,



Jennifer S. Wine, Ph.D.
BPS Project Director
Education Studies Division
RTI International



Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosures

Appendix F. Notification Material for Student Interview Data Collection

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

«span_fill1» «fname» «lname»:

Actualmente se está realizando la última ronda de entrevistas para el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios (BPS, por sus siglas en inglés). La entrevista tomará alrededor de 20 minutos en completarse. **Si contesta la entrevista de este estudio a más tardar el 23 de marzo, usted recibirá un cheque por \$«IncAmt» dólares como muestra de nuestro agradecimiento.**

Adjuntamos a la presente un folleto que describe el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios. Para tener acceso a la entrevista en Internet, entre en el sitio seguro <https://surveys.nces.ed.gov/bps/> y use el número de identificación del estudio y la contraseña que se indica a continuación. Si usted tiene preguntas o problemas para completar su entrevista en Internet, por favor, llame a la **Oficina de Ayuda BPS** al número de teléfono gratuito **1-800-334-2321** o puede enviar un correo electrónico a bps@rti.org.

La contraseña distingue letras mayúsculas y minúsculas, de manera que necesita escribirla de la misma manera como aparece a continuación.

Número de identificación del estudio = «caseid»

Contraseña = «password»m

Aunque su participación es voluntaria, es muy importante para el éxito de este estudio. Para garantizar la confidencialidad, sus respuestas serán protegidas con un sistema de seguridad (“firewall”) y serán codificadas al momento de ser transmitidas a través del Internet. La ley federal requiere que nosotros protejamos su privacidad. Sus respuestas se usarán sólo con propósitos estadísticos y no serán divulgadas o utilizadas en ninguna forma que «span_fill2» identifique para cualquier otro propósito, excepto cuando sea requerido por la ley.

RTI International está realizando el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios en nombre del Centro Nacional de Estadísticas sobre la Educación (NCES, por sus siglas en inglés) que es parte del Instituto de Ciencias de la Educación del Departamento de Educación de los Estados Unidos. Si usted tiene alguna pregunta con relación al estudio, por favor comuníquese con la Directora del Proyecto de este estudio, Dra. Jennifer Wine, al número de teléfono gratuito 1-877-225-8470, o también puede enviarle un correo electrónico a: jennifer@rti.org. También puede comunicarse con la Funcionaria del Proyecto en el Centro Nacional de Estadísticas sobre la Educación, Dra. Tracy Hunt-White, al número 202-502-7438, o a través de su correo electrónico tracy.hunt-white@ed.gov.

Muchas gracias por ayudar a que el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios sea todo un éxito.

El Centro Nacional de Estadísticas sobre la Educación (NCES por sus siglas en inglés) del Departamento de Educación de los Estados Unidos está autorizado por ley federal (Ley Pública 107-279) para realizar el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios. El NCES autorizará solamente a un número limitado de estudiosos a tener acceso a información que pudiera ser utilizada para identificar a las personas. Los estudiosos pueden utilizar los datos solamente para propósitos estadísticos y están sujetos a multas y encarcelamiento en caso de mala utilización.

De acuerdo a la Ley de Reducción de Trabajo Administrativo de 1995, ninguna persona tiene la obligación de responder a un cuestionario que solicite información, a menos que lleve un número de control de OMB (Oficina de Administración y Presupuesto) válido. El número válido de control otorgado por el OMB para esta recopilación de datos es el 1850-0631, y esta recopilación de datos es completamente voluntaria. Se calcula que el tiempo promedio para completar cada cuestionario es de 20 minutos, incluyendo el tiempo para revisar las instrucciones, buscar la información, juntar los datos necesarios, completar y revisar la información recopilada. Si tiene cualquier comentario acerca de la exactitud del tiempo estimado o sugerencias para mejorar la entrevista, favor de escribir a: U.S. Department of Education, Washington, DC 20006. Si tiene comentarios o dudas con respecto a su entrevista particular, favor de escribir directamente a: la Dra. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Data Collection Announcement Postcard



*Beginning
Postsecondary
Students
Longitudinal
Study*

PO Box 12194
Research Triangle Park, NC 27709-2194
RTI Project #0208407.400.336

ADDRESS SERVICE REQUESTED

«stu_name»
«addr1»
«addr2»
«citystzip»

Study ID number «caseid»
«panelinfo»



*Beginning
Postsecondary
Students
Longitudinal
Study*

Recently, we sent you information on how to complete the interview for the Beginning Postsecondary Students Longitudinal Study. RTI is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. If you have already completed the interview, we would like to thank you. Your assistance is very much appreciated.

If you have not yet completed your interview, we would like to remind you that if you complete the interview by **March 23**, you will receive \$«IncAmt» as a token of our appreciation. To complete a web interview over our secure website, log on to <https://surveys.nces.ed.gov/bps/>.

If you have any questions or problems completing your web interview, or would like to complete the interview by telephone with a professionally trained interviewer, please contact the BPS Help Desk at 1-800-334-2321.

Thank you.

CATI Requested Letter (English and Spanish)

November 29, 2011

«name»

«caseid» (Study ID number)

«addr1»

«panelinfo» (Address ID)

«addr2»

«citystzip»

Dear «fname» «lname»:

Per your request, we are providing you with more information on the Beginning Postsecondary Students Longitudinal Study (BPS) that is now being conducted. This round of BPS is a follow-up to the «fill1». Enclosed you will find a brochure with a brief description of BPS, findings from the 2006 BPS study, and confidentiality procedures.

To make the interview process as easy as possible for you, you may either complete the interview on the Web or over the telephone with one of our professionally trained interviewers. The interview takes about 20 minutes. Once you complete the interview, you will **receive a \$«IncAmt» check as a token of our appreciation.**

Please call us toll-free at **1-800-334-2321** to complete a telephone interview, or if you wish to complete the interview yourself on our secure website, log on to <https://surveys.nces.ed.gov/bps/>. You will need the study ID number and password provided below to access the web interview. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

Study ID number = «caseid»

Password = «password»n

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

Do not hesitate to contact me directly at 1-877-225-8470 (toll-free), or by e-mail at jennifer@rti.org, so I can provide any additional information about the study or your interview.

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

Sincerely,



Jennifer S. Wine, Ph.D.
BPS Project Director
Education Studies Division
RTI International



Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosures

Appendix F. Notification Material for Student Interview Data Collection

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

«span_fill» «fname» «lname»:

Tal como usted lo solicitó, le estamos enviando más información sobre el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios (BPS, por sus siglas en inglés), el cual estamos realizando actualmente. Esta ronda de entrevistas del estudio es un seguimiento de «span_fill1».

Adjuntamos a la presente un folleto con una breve descripción del estudio BPS, de los hallazgos provenientes del estudio en el año 2006 y los procedimientos de confidencialidad.

Para que el proceso de la entrevista le sea tan fácil como sea posible, usted puede completar la entrevista ya sea por Internet o por teléfono con uno de nuestros entrevistadores capacitados profesionalmente. La entrevista dura alrededor de 20 minutos. Una vez que complete la entrevista, usted **recibirá un cheque por \$«IncAmt» dólares como muestra de nuestro agradecimiento.**

Por favor, llámenos al número de teléfono gratuito **1-800-334-2321** para completar la entrevista telefónica, o si desea completar la entrevista usted mismo(a) en el sitio seguro de Internet, puede conectarse a <https://surveys.nces.ed.gov/bps/>. Usted necesitará un número de identificación y una contraseña que se muestran a continuación, para poder tener acceso a la entrevista en Internet. ***Debe escribir la contraseña exactamente como aparece aquí, ya que se distinguen letras mayúsculas y minúsculas.***

Número de identificación del estudio = «caseid»

Contraseña = «password»n

Tenga la plena seguridad que sus respuestas se mantendrán en forma confidencial y serán protegidas hasta donde lo permite la ley.

Si desea información adicional sobre el estudio o su entrevista, puede comunicarse conmigo con toda confianza directamente al número de teléfono gratuito 1-877-225-8470 o al correo electrónico jennifer@rti.org.

Le agradezco de antemano su participación en este importante estudio. Muchas gracias por su cooperación.

El Centro Nacional de Estadísticas sobre la Educación (NCES por sus siglas en inglés) del Departamento de Educación de los Estados Unidos está autorizado por ley federal (Ley Pública 107-279) para realizar el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios. El NCES autorizará solamente a un número limitado de estudiosos a tener acceso a información que pudiera ser utilizada para identificar a las personas. Los estudiosos pueden utilizar los datos solamente para propósitos estadísticos y están sujetos a multas y encarcelamiento en caso de mala utilización.

De acuerdo a la Ley de Reducción de Trabajo Administrativo de 1995, ninguna persona tiene la obligación de responder a un cuestionario que solicite información, a menos que lleve un número de control de OMB (Oficina de Administración y Presupuesto) válido. El número válido de control otorgado por el OMB para esta recopilación de datos es el 1850-0631, y esta recopilación de datos es completamente voluntaria. Se calcula que el tiempo promedio para completar cada cuestionario es de 20 minutos, incluyendo el tiempo para revisar las instrucciones, buscar la información, juntar los datos necesarios, completar y revisar la información recopilada. Si tiene cualquier comentario acerca de la exactitud del tiempo estimado o sugerencias para mejorar la entrevista, favor de escribir a: U.S. Department of Education, Washington, DC 20006. Si tiene comentarios o dudas con respecto a su entrevista particular, favor de escribir directamente a: la Dra. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

BPS Prompt Letter (English and Spanish)

November 29, 2011

«name»
«addr1»
«addr2»
«citystzip»

Study ID number: «caseid»
«panelinfo»

Dear «fname» :

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the Beginning Postsecondary Students Longitudinal Study (BPS). Only a limited number of people were selected for the study, so each person represents many others who were not selected. Therefore, it is extremely important that you complete the interview so that educators and policymakers better understand the rate at which beginning students are completing degree programs, the factors preventing them from continuing their education, and the experiences of students as they transition into employment. Because the results from this study will help develop policy regarding participation in higher education, your experiences and opinions will help determine how future tax dollars are spent.

The interview takes about 20 minutes to complete on average. You will **receive a \$«IncAmt» check as a token of our appreciation** for completing the interview. Once you have completed this interview, you will be finished with the BPS data collection. There will be no future BPS follow-up interviews and your participation with this study will be complete.

Please call us at **1-800-334-2321** to complete a telephone interview or, if you wish to complete the interview yourself over our secure website, log on to <https://surveys.nces.ed.gov/bps/>.

You will need the Study ID and password provided below to access the web interview. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

Study ID number = «caseid»

Password = «password»p

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

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

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

Sincerely,



Jennifer S. Wine, Ph.D.
BPS Project Director
Education Studies Division
RTI International



Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosures

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information that could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street NW, Washington, DC 20006.

«span_fill» «fname» «lname»:

Le escribo en nombre del Departamento de Educación de los Estados Unidos para solicitarle su participación en el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios (BPS, por sus siglas en inglés). Sólo un número limitado de personas fueron seleccionadas para el estudio, para que cada una de ellas represente a muchas otras que no fueron seleccionadas. Por esa razón, es sumamente importante que usted complete la entrevista para que los educadores y las personas encargadas de crear políticas, entiendan mejor la frecuencia con la que los estudiantes principiantes completan sus programas para obtener un título, los factores que les impiden continuar su educación y las experiencias de los estudiantes al entrar al campo laboral. En vista de que los resultados de este estudio ayudarán a desarrollar políticas acerca de la participación en la educación superior, sus experiencias y opiniones ayudarán a determinar cómo se invertirá el dinero de los impuestos en el futuro.

La entrevista durará alrededor de 20 minutos en promedio en completarse. Usted **recibirá un cheque por \$«IncAmt» dólares como muestra de nuestro agradecimiento** por completar la entrevista. Una vez que haya completado la entrevista, usted habrá terminado con la recopilación de datos del estudio BPS. No habrá futuras entrevistas de seguimiento y su participación en este estudio se habrá completado.

Por favor, llámenos al número gratuito **1-800-334-2321** para completar la entrevista telefónica, o si desea completar la entrevista usted mismo(a) en el sitio seguro de Internet, puede conectarse a <https://surveys.nces.ed.gov/bps/>.

Usted necesitará un número de identificación del estudio y una contraseña que se muestran a continuación, para poder tener acceso a la entrevista en Internet. ***Debe escribir la contraseña exactamente como aparece aquí, ya que se distinguen letras mayúsculas y minúsculas.***

Número de identificación del estudio = «caseid»

Contraseña = «password»p

Tenga la plena seguridad que sus respuestas se mantendrán en forma confidencial y serán protegidas hasta donde lo permita la ley.

Si desea información adicional sobre el estudio o su entrevista, puede comunicarse conmigo con toda confianza directamente al número de teléfono gratuito 1-877-225-8470 o al correo electrónico jennifer@rti.org.

Le agradezco de antemano su participación en este importante estudio. Muchas gracias por su cooperación.

El Centro Nacional de Estadísticas sobre la Educación (NCES por sus siglas en inglés) del Departamento de Educación de los Estados Unidos está autorizado por ley federal (Ley Pública 107-279) para realizar el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios. El NCES autorizará solamente a un número limitado de estudiosos a tener acceso a información que pudiera ser utilizada para identificar a las personas. Los estudiosos pueden utilizar los datos solamente para propósitos estadísticos y están sujetos a multas y encarcelamiento en caso de mala utilización.

De acuerdo a la Ley de Reducción de Trabajo Administrativo de 1995, ninguna persona tiene la obligación de responder a un cuestionario que solicite información, a menos que lleve un número de control de OMB (Oficina de Administración y Presupuesto) válido. El número válido de control otorgado por el OMB para esta recopilación de datos es el 1850-0631, y esta recopilación de datos es completamente voluntaria. Se calcula que el tiempo promedio para completar cada cuestionario es de 20 minutos, incluyendo el tiempo para revisar las instrucciones, buscar la información, juntar los datos necesarios, completar y revisar la información recopilada. Si tiene cualquier comentario acerca de la exactitud del tiempo estimado o sugerencias para mejorar la entrevista, favor de escribir a: U.S. Department of Education, Washington, DC 20006. Si tiene comentarios o dudas con respecto a su entrevista particular, favor de escribir directamente a: la Dra. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Refusal/Hard to Reach Letter (English and Spanish)

November 29, 2011

«name»

«caseid»

«addr1»

«panelinfo»

«addr2»

«citystzip»

Dear «fname» «lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the Beginning Postsecondary Students Longitudinal Study (BPS). Only a limited number of people were selected for the study, so each person represents many others who were not selected. Therefore, it is extremely important that you complete the interview so that educators and policymakers better understand the rate at which beginning students are completing degree programs, the factors preventing them from continuing their education, and the experiences of students as they transition into employment. Because the results from this study will help develop policy regarding participation in higher education, your experiences and opinions will help determine how future tax dollars are spent.

The interview takes about 20 minutes to complete on average. **You will receive a \$«IncAmt» check as a token of our appreciation** for the time you take to complete the interview. Once you have completed this interview, you will be finished with the BPS data collection. There will be no future BPS follow-up interviews and your participation with this study will be complete.

Please call us at **1-800-334-2321** to complete a telephone interview or, if you wish to complete the interview yourself over our secure website, log on to <https://surveys.nces.ed.gov/bps/>.

You will need the study ID number and password provided below to access the web interview. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

Study ID number = «caseid»

Password = «password»r

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

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

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

Sincerely,



Jennifer S. Wine, Ph.D.
BPS Project Director
Education Studies Division
RTI International



Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosures

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

«span_fill1» «fname» «lname»:

Le escribo en nombre del Departamento de Educación de los Estados Unidos para solicitarle su participación en el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios (BPS, por sus siglas en inglés). Sólo un número limitado de personas fueron seleccionadas para el estudio, para que cada una de ellas represente a muchas otras que no fueron seleccionadas. Por esa razón, es sumamente importante que usted complete la entrevista para que los educadores y las personas encargadas de crear políticas, entiendan mejor la frecuencia con la que los estudiantes principiantes completan sus programas para obtener un título, los factores que les impiden continuar su educación y las experiencias de los estudiantes al entrar al campo laboral. En vista de que los resultados de este estudio ayudarán a desarrollar políticas acerca de la participación en la educación superior, sus experiencias y opiniones ayudarán a determinar cómo se invertirá el dinero de los impuestos en el futuro.

La entrevista durará alrededor de 20 minutos en promedio en completarse. Usted **recibirá un cheque por \$«IncAmt» dólares como muestra de nuestro agradecimiento** por el tiempo que tome en completar la entrevista. Una vez que haya completado la entrevista, usted habrá terminado con la recopilación de datos del estudio BPS. No habrá futuras entrevistas de seguimiento y su participación en este estudio se habrá completado.

Por favor, llámenos al número gratuito **1-800-334-2321** para completar la entrevista telefónica, o si desea completar la entrevista usted mismo(a) en el sitio seguro de Internet, puede conectarse a <https://surveys.nces.ed.gov/bps/>.

Usted necesitará un número de identificación del estudio y una contraseña que se muestran a continuación, para poder tener acceso a la entrevista en Internet. ***Debe escribir la contraseña exactamente como aparece aquí, ya que se distinguen letras mayúsculas y minúsculas.***

Número de identificación del estudio = «caseid»

Contraseña = «password»

Tenga la plena seguridad que sus respuestas se mantendrán en forma confidencial y serán protegidas hasta donde lo permita la ley.

Si desea información adicional sobre el estudio o su entrevista, puede comunicarse conmigo con toda confianza directamente al número de teléfono gratuito 1-877-225-8470 o al correo electrónico jennifer@rti.org.

Le agradezco de antemano su participación en este importante estudio. Muchas gracias por su cooperación.

El Centro Nacional de Estadísticas sobre la Educación (NCES por sus siglas en inglés) del Departamento de Educación de los Estados Unidos está autorizado por ley federal (Ley Pública 107-279) para realizar el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios. El NCES autorizará solamente a un número limitado de estudiosos a tener acceso a información que pudiera ser utilizada para identificar a las personas. Los estudiosos pueden utilizar los datos solamente para propósitos estadísticos y están sujetos a multas y encarcelamiento en caso de mala utilización.

De acuerdo a la Ley de Reducción de Trabajo Administrativo de 1995, ninguna persona tiene la obligación de responder a un cuestionario que solicite información, a menos que lleve un número de control de OMB (Oficina de Administración y Presupuesto) válido. El número válido de control otorgado por el OMB para esta recopilación de datos es el 1850-0631, y esta recopilación de datos es completamente voluntaria. Se calcula que el tiempo promedio para completar cada cuestionario es de 20 minutos, incluyendo el tiempo para revisar las instrucciones, buscar la información, juntar los datos necesarios, completar y revisar la información recopilada. Si tiene cualquier comentario acerca de la exactitud del tiempo estimado o sugerencias para mejorar la entrevista, favor de escribir a: U.S. Department of Education, Washington, DC 20006. Si tiene comentarios o dudas con respecto a su entrevista particular, favor de escribir directamente a: la Dra. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

May Folded Postcard

Beginning Postsecondary Students Longitudinal Study

«fname»,
complete your last BPS interview
and get
\$«inc_amt» for your time!



To complete the **web interview** over our secure website, log on to <https://surveys.nces.ed.gov/bps/>

Your Study ID number is: «caseid»
Your Password is: «password»U

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

The last round of interviews is being conducted for the Beginning Postsecondary Students Longitudinal Study (BPS) by RTI International for the U.S. Department of Education's National Center for Education Statistics. By completing the interview, you will make an important contribution to research that will help policymakers better understand the education and employment experiences of students a few years after entering college or other postsecondary education. Once you complete your final BPS interview, you will receive a \$«inc_amt» check as a token of our appreciation.

To access the interview online, log on to our secure website at <https://surveys.nces.ed.gov/bps/> using the Study ID number and password provided below. On average, the interview takes about 20 minutes to complete.

Study ID number = «caseid»
Password = «password»U

Please enter upper/lower case letters as they appear. If you are using a pop-up blocker, you will need to temporarily disable it to access the interview before logging in to complete the interview.

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. Participation in this study is voluntary and will not affect any aid or any benefits you receive. If you have questions or problems completing the interview online, or would like to complete it over the telephone with a professional interviewer, simply call the BPS Help Desk at 1-800-334-2321, or you can e-mail us at BPS@rti.org.

Thank you in advance for making BPS a success.

«Pretty_name»
«Addr1»
«Addr2»
«City», «state» «zip»

ADDRESS SERVICE REQUESTED

PO Box 12194
Research Triangle Park, NC 27709-2194
RTI Project #0208407.400.336 («panelinfo»)



What has happened in your life in the past few years?
Have you taken a break from school, earned a degree,
enrolled for further education, changed jobs,
started a career?



June Flyer



What has happened in your life in the past few years?

- ☐ Earned a degree
- ☐ Started a career
- ☐ Enrolled in graduate school
- ☐ Taken a break from school
- ☐ Changed jobs
- ☐ _____

«fname» «lname», if you complete the Beginning Postsecondary Students Longitudinal Study (BPS) survey, we'll give you \$«inc_amt» as a thank-you for your participation.

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

OR

call 1-800-334-2321

Your study ID: «caseid»

Your password: «password»v

Thank you for participating in this important U.S. Department of Education study!

Spanish Interview Letter (English and Spanish)

November 29, 2011

«name»

«caseid» (Study ID number)

«addr1»

«addr2»

«city», «state» «zip»

Dear «fname»,

As we continue data collection for the Beginning Postsecondary Students Longitudinal Study (BPS), the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences wants to ensure that all selected students from the 2003-04 school year, including students who speak primarily Spanish, are well represented in the study. In order to accomplish this goal, we have created a Spanish version of the interview. If you complete the BPS interview, you will receive a \$«IncAmt» check as a token of our appreciation. The Spanish version of the interview takes about 10 minutes to complete.

To complete the Spanish interview yourself on the Web, simply log on to our secure website at <https://surveys.nces.ed.gov/BPS/> using the Study ID number and password provided on this letter. When the interview window opens, click the button labeled "Para español, presione aquí," then click the button labeled "Comienzo." To complete this interview by telephone with a professional interviewer, simply call the **BPS Help Desk at 1-800-334-2321.**

Study ID number = «caseid»

Password = «password»s

Please enter upper/lower case letters as they appear. If you are using a pop-up blocker, you will need to temporarily disable it before logging in to access the interview.

Participation in this study is voluntary and will not affect any aid or any benefits you receive. Your responses will be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. If you have any questions about the study, you can visit the BPS website, or you can e-mail us at BPS@rti.org. If you have any questions about your rights as a study participant, you can call RTI's Office of Research Protection toll-free at 1-866-214-2043.

Thank you in advance for making the BPS study a success.

Sincerely,



Jennifer S. Wine, Ph.D.
BPS Project Director
Education Studies Division
RTI International



Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

RTI USE ONLY: «panelinfo»

«Span_fill» «fname»,

A medida que continuamos con la recopilación de datos para el Estudio Longitudinal de Estudiantes que Comienzan Programas Postsecundarios (BPS), el Centro Nacional de Estadísticas sobre la Educación (NCES) en el Departamento de Ciencias de la Educación del Departamento de Educación de los Estados Unidos quiere asegurarse que todos los estudiantes seleccionados del año académico 2003-04, incluyendo los estudiantes que principalmente hablan español, estén bien representados en el estudio. Con el fin de lograr este objetivo, hemos creado una versión de la entrevista en español. Si completa la entrevista BPS, usted recibirá un cheque por \$«IncAmt» dólares como muestra de nuestro agradecimiento. La versión en español de la entrevista toma más o menos 10 minutos en completarse.

Para completar la entrevista en español en Internet, simplemente entre en nuestro sitio web seguro en <https://surveys.nces.ed.gov/BPS/> y use el número de identificación del estudio y la contraseña que se muestran en esta carta. Cuando la pantalla de la entrevista se abra, presione el botón que dice “Para español, presione aquí” y luego presione el botón que dice “Comienzo”. Para completar la entrevista por teléfono con un(a) entrevistador(a) profesional, simplemente llame gratis a la **Oficina de ayuda del estudio BPS al 1-800-334-2321**.

Número de identificación del estudio = «caseid»

Contraseña = «password»

Por favor, escriba las letras de la contraseña exactamente como se muestran aquí. Si está usando un bloqueador de ventanas emergentes (“pop-up blocker”), necesitará apagarlo temporalmente antes de conectarse para tener acceso a la entrevista.

La participación en este estudio es voluntaria y no afectará ninguna ayuda o ningún beneficio que usted reciba. Sus respuestas se usarán sólo con propósitos estadísticos y no serán divulgadas o utilizadas en ninguna forma que se le pueda identificar para cualquier otro propósito, excepto cuando lo requiera la ley. Si tiene alguna pregunta acerca del estudio, puede visitar el sitio web del estudio BPS o nos puede enviar un correo electrónico a BPS@rti.org. Si tiene alguna pregunta acerca de sus derechos como participante en el estudio, puede llamar a la Oficina de RTI para la Protección de Participantes en Estudios al 1-866-214-2043 (número gratuito).

Gracias de antemano por hacer del estudio BPS todo un éxito.

Parent Reminder Letter

November 29, 2011

«name»

Study ID: «caseid»

«CAddr1»

«CAddr2»

«CCitystzip»

Dear «name»:

We are trying to contact «fname» «lname» regarding the Beginning Postsecondary Students Longitudinal Study (BPS).

The BPS study follows the education, employment, and other experiences of individuals who first enrolled in college or other postsecondary education during the 2003-04 academic year. Results from this study are used to enable policymakers and researchers to better understand the costs and benefits of postsecondary education. This study is sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. BPS is being conducted under contract by RTI International, a nonprofit research organization based in North Carolina.

«fname» participated in the «study» and was informed at the end of the interview that there would be a follow-up study. We are contacting you because we have you listed as a contact for «fname». We would greatly appreciate your help with providing updated contact information for «fname» by calling us toll-free at 1-800-334-2321 or by e-mailing us at bps@rti.org.

«fname» can obtain the login information needed to complete the online interview or can complete the interview over the phone, by calling the BPS Help Desk toll-free at 1-800-334-2321. The online interview can be accessed by logging on to our secure website at <https://surveys.nces.ed.gov/bps/>.

«fname» will receive \$«inc_amt» as a token of our appreciation for completing the 2009 interview. The interview will take about 20 minutes to complete.

If you have any questions about BPS, please contact the BPS Project Director, Dr. Jennifer Wine, toll-free at 1-877-225-8470, jennifer@rti.org, or the NCES Project Officer, Dr. Tracy Hunt-White, at 1-202-502-7438, tracy.hunt-white@ed.gov. Publications and additional information about past BPS studies can be found at <http://www.nces.ed.gov/surveys/bps/>.

We greatly appreciate you supporting this important research.

Sincerely,



Jennifer S. Wine, Ph.D.
BPS Project Director
Education Studies Division
RTI International



Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

«panelinfo»

Yellow Envelope Postcard



**BEGINNING POSTSECONDARY
STUDENTS
LONGITUDINAL STUDY**

REMINDER

Hello again «fname», this is a reminder that if you complete your BPS interview, you will receive \$«inc_amt» as a token of our appreciation.

The interview takes about 20 minutes to complete.

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

Study ID: «caseid»

Password: «password»w

or call

1-800-334-2321

If you have completed your interview, **thank you!** We appreciate your help with this important study.

«panelinfo»

BPS is a survey about your experiences since your first year in college or vocational school. RTI International is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences.

September Priority Mail Flyer

It's *FAST...* JUST 10 MINUTES!

Beginning Postsecondary Students Longitudinal Study



«fname»,
our data collection
ENDS SOON. Complete
the new **10-minute** BPS
interview and we'll send you
\$«inc_amt» as a token of
our appreciation.

GO TO
<https://surveys.nces.ed.gov/bps/>
Study ID: «caseid»
Password: «password»x

OR CALL
1-800-334-2321

«panelinfo»

Thank you for participating!

Beginning Postsecondary Students Longitudinal Study (BPS) is a survey about your experiences since your first year in college or vocational school. RTI International is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences.



Final Fed Ex Letter

Dear «fname»,

I would like to invite you to complete your last interview for the Beginning Postsecondary Students Longitudinal Study (BPS) before we end data collection on October 11th. BPS is meant for people like you who have been to a college, community college, or trade school – it doesn't matter whether you are going to that school, or any school, now.

The BPS interview now takes only 10 minutes, or less. We will send you a check for \$«inc_amt» to thank you for your time.

We want you to know that:

- Names and other identifying information are withheld from the BPS interview, which means no one can trace your answers back to you.
- You can skip any question you do not want to answer.
- This is the last interview we will ask you to do for BPS.
- You have a choice of how to do your interview – you can call us at 1-800-334-2321 for a telephone interview or log on to <https://surveys.nces.ed.gov/bps/> to do a web interview using the study ID and password provided below. *The password is case sensitive; you will need to enter it exactly as it appears here.*

Study ID: «caseid»

Password: «password»t

Thank you for considering my invitation. If you have any questions, feel free to call me at 1-877-225-8470.



Jennifer Wine
BPS Project Director

P. S. If you have not yet completed your BPS interview because you did not receive your incentive check for the last interview, please call me at 1-877-225-8470. We can still reimburse you for that interview.

Thank You Letter

November 29, 2011

«name»
«addr1»
«addr2»
«city_state» «zip»

Study ID number: «caseid»
«panelinfo»


Dear «name» :

On behalf of the National Center for Education Statistics (NCES) and the staff of the Beginning Postsecondary Students Longitudinal Study (BPS), I want to thank you for completing your recent BPS interview and for your ongoing participation in the BPS study.

Enclosed you will find a check for \$«IncAmt» as a token of our appreciation for completing the interview. Please do not hesitate to contact me directly at 1-877-225-8470 if I can provide any additional information or assistance.

This was the last BPS interview in the series, so your participation in BPS is now complete. Again, thank you for your time and willingness to participate. I wish you much success in your future endeavors.

Sincerely,



Jennifer S. Wine, Ph.D.
BPS Project Director
Education Studies Division
RTI International



Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosure

Appendix G

Training Agendas for Transcript Data Collection

PETS:09 Transcript and Course Catalog Data Collection Institution Contactor Training Agenda

9:00 – 9:05	Introductions <ul style="list-style-type: none"> ▪ Project Team ▪ IC Team
9:05– 9:15	History of Dept of Ed/NCES Studies <ul style="list-style-type: none"> ▪ Overview of B&B (and NPSAS) ▪ Overview of BPS ▪ Overview of Transcripts
9:15 – 10:15	Institution Contacting Responsibilities Review <ul style="list-style-type: none"> ▪ Communication Plan ▪ Confidentiality Laws ▪ Catalog Collection ▪ Schedules/Appointments ▪ Gaining Cooperation/Avoiding Refusals ▪ Transcript Collection & Reimbursement
<i>10:15– 10:30</i>	<i>-BREAK-</i>
10:30 – 11:30	Mailout Materials and Overview of Contacts <ul style="list-style-type: none"> ▪ Transcript Request Mailout ▪ Transcript/Catalog Prompting
11:30 – 12:00	Understanding the Transcript and Catalog Data Collection <ul style="list-style-type: none"> ▪ FAQs
<i>12:00 – 1:00</i>	<i>-LUNCH-</i>
1:00 –1:15	Prompting for Catalogs <ul style="list-style-type: none"> ▪ Number collected to date ▪ Modes of submission: e-mail, FedEx, tell us where on website
1:15 –2:15	Institution Contacting System (ICS) Review <ul style="list-style-type: none"> ▪ Contacts screen ▪ Stages, Tasks, Comments ▪ Creating/sending a problem sheet ▪ Reports
2:15 –3:15	PETS Website <ul style="list-style-type: none"> ▪ Home page and menu bar ▪ Transcript Main Menu
<i>3:15–3:30</i>	<i>-BREAK-</i>
3:30 – 4:00	Review Script, Appendix A, Setting Statuses
4:00 – 4:30	Review/Oral Quiz of FAQs

Postsecondary Education Transcript Study (PETS:09)
Transcript and Course Catalog Keying and Coding
Training Agenda

Training Objective

Prepare trainees for keying and coding PETS transcripts with a minimum of 95% accuracy.

Day 1 - Overview

- *Provide overview of project and training*
- *Identify transcript elements*
- *Use school catalogs to locate course information*

Day 2 – Getting Started: The Big Picture

- *Relate transcript data to coding schema*
- *Introduce the application*

Day 3 – Drilling Down: Keying & Coding

- *Integrate keying and coding skills working in the application*
- *Demonstrate coding accuracy*

Day 4 – Continuous Improvement: Getting it Right

- *Practice keying and coding*
- *Use transcripts, course catalogs, PETS codes*

Day 5 – Practice and Practicum

- *Practice keying and coding*
- *Demonstrate keying and coding skills during Practicum*
- *Achieve a 95% success rate for all trainees*

Day 1 - Overview

- *Provide overview of project and training*
- *Identify transcript elements*
- *Use school catalogs to locate course information*

10:00-11:00 PROJECT OVERVIEW

10:00-10:20	Welcome/Introductions
10:20-10:40	Project Overview
10:40-11:00	Training Overview

11:00-12:00 TRANSCRIPT OVERVIEW

11:00-12:00	Understanding Transcripts
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12:00-1:00 -LUNCH-

1:00-4:45 TRANSCRIPTS AND CATALOGS

1:00-2:30	Practice with Transcripts
<i>2:30-2:45</i>	<i>-BREAK-</i>
2:45-4:30	Searching in Catalogs
4:30-5:00	Wrap-Up

Day 2 – Getting Started: The Big Picture

- *Relate transcript data to coding schema*
- *Introduce the application*

9:00-12:00 CODING INTRODUCTION

9:00-9:30	Recap
9:30-10:30	Introduction to 2-digit Schema
10:30-10:45	-BREAK-
10:45-12:00	Introducing the Application
12:00 – 1:00	-LUNCH-

1:00-4:45 KEYING OVERVIEW

1:00-2:30	Application Demo
2:30-2:45	-BREAK-
2:45-4:00	Application Demo
4:00-4:45	A Day in the Life of a Keyer/Coder
4:45-5:00	Wrap-Up

Day 3 – Drilling Down: Keying & Coding

- *Integrate keying and coding skills working in the application*
- *Demonstrate coding accuracy*

9:00-12:00 CODING SPECIFICS

9:00-9:30	Recap
9:30-10:30	4-Digit Families
10:30-10:45	-BREAK-
10:45-12:00	4-Digit Families
12:00 – 1:00	-LUNCH-

1:00-4:45 DEVELOPING/REFINING CODING SKILLS

1:00-1:30	Overview to 6-digit codes
1:30-3:00	Working with 6-digit codes
3:00-3:15	-BREAK-
3:15-4:45	Working with 6-digit codes
4:45-5:00	Wrap-Up

Day 4 – Continuous Improvement: Getting it Right

- *Practice keying and coding*
- *Use transcripts, course catalogs, PETS codes*

9:00-12:00 PRACTICE

9:00-9:30 Q/A

9:30-12:00 **Round Robin #1**

12:00 – 1:00 -LUNCH-

1:00-5:00 MORE PRACTICE

1:00-5:00 **Round Robin #2**

3:00-3:15 -BREAK-

Day 5 – Practice and Practicum

- *Practice keying and coding*
- *Demonstrate keying and coding skills during Practicum*
- *Achieve a 95% success rate for all trainees*

9:00-10:15 REVIEW AND PRACTICE

9:00-10:15 **Practice**

10:15-10:30 Break

10:30-12:00 PRACTICUM PART I

10:30-12:00 **Practicum Part I: Keying**

12:00 – 1:00 -LUNCH-

1:00-5:00 PRACTICUM PART II

1:00-3:00 **Practicum Part II: Coding**

3:00-5:00 **Verification of 95% accuracy**

Postsecondary Education Transcript Study (PETS:09)
Keyer-Coder Training on Coding Updates
Training Agenda

Training Objective

Acquaint PETS project staff with the new 2010 CIP Taxonomy.

Day 1 – Overview for CCS staff

- *Introduce PETS study*
- *Introduce relevant materials – transcripts, application, catalogs, codes.*
- *Introduce the CIP categories and structure*

Day 2 – Getting Started: Transcripts & Coding

- *Relate transcripts & catalogs to coding process*
- *Practice coding*
- *Review administrative responsibilities*

Day 3 – Continuous Improvement: Getting it Right

- *Review administrative responsibilities*
- *Practice coding with worksheet examples*
- *Practice coding in the application*

Day 1 - Overview

- *Introduce Be&B study*
- *Introduce relevant materials – transcripts, application, catalogs, codes.*
- *Introduce the CIP categories and structure*

9:00-9:30 PROJECT OVERVIEW

9:00-9:45 **Call Center Overview**
 Project Goals/Overview

9:45-12:00 TRANSCRIPT OVERVIEW

9:45-10:30 **Understanding Transcripts**

10:30-10:45 -BREAK-

11:00-12:00 **Finding Courses in Catalogs**

12:00-1:00 -LUNCH-

1:00-3:00 CODING OVERVIEW

1:00-3:00 **Introduction to Coding: 2-digit Categories**

3:00-3:15 -BREAK-

3:15-5:00 **Practice with 4-digit Families**

Day 2 – Getting Started: Transcripts & Coding

- *Relate transcripts & catalogs to coding process*
- *Practice coding*
- *Review administrative responsibilities*

9:00-12:00 CODING OVERVIEW

9:00-9:30 **Recap**

9:30-10:30 **Introduction to Major/Course Coding**

10:30-10:45 -BREAK-

10:45-12:00 **Coding Exercises**

12:00 – 1:00 -LUNCH-

1:00-5:00 PROJECT ADMIN RESPONSIBILITIES OVERVIEW

1:00-2:00 **Coding Exercises - continued**

2:00-5:00 **Keying and Coding System – Administrative End**

3:00-3:15 -BREAK-

Day 3 – Continuous Improvement: Getting it Right

- *Review administrative responsibilities*
- *Practice coding with worksheet examples*
- *Practice coding in the application*

9:00-12:00 ADMIN OVERVIEW

9:00-10:00 **Recap**

10:00-10:15 -BREAK-

10:15-12:00 **Working with the System/Practice Exercises**

12:00 – 1:00 -LUNCH-

1:00-5:00 DEVELOPING/REFINING CODING SKILLS

1:00-2:15 **Practice with 6-digit codes**

2:15-2:30 -BREAK-

2:30-5:00 **Working with 6-digit codes**

Appendix H

Notification Material for Transcript Data Collection

NCES Request Letter	H-3
Brochure	H-4
RTI Request Letter	H-8
AACRAO Endorsement Letter	H-9
List of Endorsements	H-10
Instructions for Sending Data	H-11
Catalog Transmittal Sheet	H-13
Student Transcript Fax Test Page	H-14
Student Transcript Fax Transmittal Sheet	H-15
FERPA Excerpt	H-16
Disclosure Notice	H-25

NCES Request Letter

<date>

Dear Institutional Research Staff, Registrars and Officials:

«entity_name» has been selected to participate in the 2009 Postsecondary Education Transcript Study (PETS:09). This study is designed to collect transcript data for students participating in two longitudinal studies being conducted for the National Center for Education Statistics (NCES), U.S. Department of Education

- The 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); and
- The 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

The B&B:08/09 study collects information on recent baccalaureate recipients' education and employment following award of their bachelor's degrees. Students sampled for B&B:08/09 were first selected for participation as part of the 2007-08 National Postsecondary Student Aid Study (NPSAS:08). The BPS:04/09 study collects information on students' postsecondary experiences, work while enrolled, persistence in school, degree completion, and employment following enrollment. Sampled students for the BPS:04/09 study were selected from NPSAS:04.

As part of these studies, NCES is requesting undergraduate transcripts for B&B:08/09 and BPS:04/09 sample members who have attended your institution. As the BPS:04/09 study concludes, there may be additional sample members who report attending your institution; therefore, we may contact you again in about a year. Many secure options are available to you for providing transcript data. These options and instructions are included in this package.

Linking student transcript data, interview data and other administrative record information will result in a dataset that researchers can use to better understand the relationship between students' undergraduate education and their subsequent career paths and graduate/professional study. NCES publications from previous B&B and BPS studies are available at <http://nces.ed.gov/surveys/b&b/> and <http://nces.ed.gov/surveys/bps/>, respectively.

Transcript data will be collected under the provisions of the *Family Educational Rights and Privacy Act* (FERPA) that allow the release of student records to the Secretary of Education or his/her agent without prior written consent from students. The purposes of the study and the manner in which the transcript data will be acquired comply fully with FERPA requirements. We have included in this package the relevant passages of the legislation that authorize the transcript data collection.

Let me assure you that very stringent measures are in place to safeguard the confidentiality of participants (see enclosed "Disclosure Notice").

NCES has contracted with RTI International (RTI) to conduct B&B:08/09 and BPS:04/09. Your cooperation with RTI in these important studies is greatly appreciated. For further information or questions, please contact the RTI project director, Dr. Jennifer Wine, at (919) 541-6870 or jennifer@rti.org. You may also contact NCES Project Officers: Ted Socha at (202) 502-7383 for B&B:08/09 or Dr. Tracy Hunt-White at (202) 502-7438 for BPS:04/09.

Sincerely,

Tom Weko
Associate Commissioner
Postsecondary Studies Division
National Center for Education Statistics

Brochure

**FOR ASSISTANCE WITH PETS,
PLEASE CONTACT:**

PETS:09 Help Desk
1-877-256-8029 (toll-free)

If you have questions or concerns about PETS:09, you may contact the following:

RTI International
Tiffany Mattox
PETS:09 Project Coordinator
1-919-485-7791
PETS@rti.org

Dr. Jennifer Wine
Project Director, B&B:08/09 and BPS:04/09
1-919-541-6870
jennifer@rti.org

National Center for Education Statistics
Ted Socha
Project Officer, B&B:08/09
1-202-502-7383
Ted.socha@ed.gov

Dr. Tracy Hunt-White
Project Officer, BPS:04/09
1-202-502-7438
tracy.hunt-white@ed.gov

RTI International is a trade name of Research Triangle Institute

October 2008



Sponsored by
U.S. Department of Education
National Center for Education Statistics
Washington, DC
<http://nces.ed.gov>

POSTSECONDARY EDUCATION

PETS

TRANSCRIPT STUDY



PETS TRANSCRIPT COLLECTION PROCEDURES

All known institutions attended by PETS-eligible students will be contacted for the first time beginning in fall 2008. The PETS:09 website (<https://surveys.nces.ed.gov/PETS/>) will serve as a secure mechanism for the exchange of information between institutions and RTI. To initiate the transcript submission process, institutions are being asked to complete an information page about term systems and grading scales and may be asked to provide course catalogues not available through other public sources. New students may be added to an institution's transcript request list if new enrollment is reported during interviewing in 2009.

Institutions can submit transcripts for their students using any of several methods (in order of preference): uploading to the PETS:09 website, e-mailing the transcripts as an encrypted attachment, sending by secure File Transfer Protocol (sFTP), or faxing to a secure fax machine. Instructions are provided in the packets sent institutions, and the PETS:09 Help Desk will respond to any questions or problems (1-877-256-8029; PETS@rti.org).

Once received, transcripts will be data-entered, and fields of study and courses will be coded using a dictionary developed from the NCES Classification of Instructional Programs (CIP)¹ and the College Course Map (CCM).² Descriptive reports based on the B&B:08/09 and BPS:04/09 data will be released in summer 2011. Other reports and additional information about the studies can be found on their respective websites: <http://nces.ed.gov/surveys/b&b/> and <http://nces.ed.gov/surveys/bps/>.

¹U.S. Department of Education, National Center for Education Statistics. (2002). *Classification of Instructional Programs: 2000 Edition* (NCES 2002-165). Washington, DC: U.S. Government Printing Office.

²Adelman, C. (1995). *The New College Course Map and Transcript Files*. U.S. Department of Education. Washington, DC: National Institute on Postsecondary Education, Libraries, and Lifelong Learning.

NCES POSTSECONDARY LONGITUDINAL STUDIES

As part of its mandate, the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences conducts the National Postsecondary Student Aid Study (NPSAS), a cross-sectional study designed to better understand how students and their families pay for postsecondary education and to describe the demographic and other key characteristics of students enrolled at all levels of postsecondary education in a specific academic year. NPSAS serves as the base-year study for two longitudinal follow-up studies:

- the Baccalaureate and Beyond Longitudinal Study (B&B), which collects data on a cohort of students as they complete the bachelor's degree and transition into employment or seek further education; and
- the Beginning Postsecondary Students Longitudinal Study (BPS), which collects data on a cohort of students as they begin their postsecondary education, then follows their educational and employment choices and outcomes over time.

These studies collect data that allow for policy-relevant analysis of students' educational experiences and activities as they enter and persist through college and beyond.

In addition to student interviews and matching to administrative records, the current iterations of these longitudinal studies, B&B:08/09 and BPS:04/09, will collect students' postsecondary transcripts, creating a richer and more complete picture of their educational experiences and outcomes. This combined effort, the 2009 Postsecondary Education Transcript Study (PETS:09), will collect transcripts of approximately 45,000 students at more than 3,000 institutions.

PETS:09 is sponsored by NCES and is being conducted under contract by RTI International, a nonprofit research organization based in North Carolina.

B&B RESEARCH TOPICS	BPS RESEARCH TOPICS
<p>Although similar in design, B&B and BPS examine postsecondary persistence, progress, and degree attainment from distinct perspectives.</p> <p>2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09)</p> <p>The B&B:08 cohort consists of students who completed requirements for the bachelor's degree during the 2007-08 academic year. In addition to the base-year interviews conducted in 2008, eligible sample members will be interviewed again in 2009 and in 2012. Research topics to be explored using the B&B data include the following:</p> <ul style="list-style-type: none">• the relationship between college graduates' coursetaking while in college and their subsequent paths through graduate school or into the labor market;• the educational debt burden of college graduates; and• the pool of baccalaureate degree recipients who have prepared for and entered into elementary and secondary school teaching. <p>Since B&B:08/09 focuses on bachelor's degrees completed during the 2007-08 academic year, B&B transcript collection will target all academic years leading up to the bachelor's degree, including transfer credit from institutions other than that which awarded the respondent's degree.</p>	<p>2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09)</p> <p>The BPS:04 cohort consists of students who began postsecondary education for the first time during the 2003-04 academic year. BPS follows students who first enrolled in every type of postsecondary institution, including vocational schools, community/junior colleges, and 4-year colleges and universities. This study follows the cohort members regardless of whether or not they completed a postsecondary degree or certificate program. Research topics to be explored using the BPS data include the following:</p> <ul style="list-style-type: none">• annual rates of retention and degree or certificate completion at the first institution attended;• student transfer rates, including when and where students transfer, and degree completion following transfer; and• differences in retention, transfer, and completion rates by type of institution, program, attendance status, and student characteristics. <p>Because students in the BPS:04 cohort began their postsecondary education during the 2003-04 academic year, BPS transcripts will cover only the intervening academic years, up to and including 2008-09.</p>

POSTSECONDARY EDUCATION

PETS

TRANSCRIPT STUDY

CONFIDENTIALITY

The 2008/09 Baccalaureate and Beyond Longitudinal Study, the 2004/09 Beginning Postsecondary Students Longitudinal Study, and the 2009 Postsecondary Education Transcript Study are being conducted under the authority of the Education Sciences Reform Act of 2002 (ESRA) (Public Law 107-279). Under ESRA, NCES is authorized to collect and disseminate information about education in the United States. Collection is most often done through surveys. NCES is required to follow strict procedures to protect the confidentiality of persons in the collection, reporting, and publication of data and adheres to the guidelines issued by the Office of Management and Budget in the Federal Statistical Confidentiality Order of 1997 for ensuring the privacy and confidentiality of data collected for statistical purposes.

The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g) allows for the release of institution record information to the Secretary of Education or her agent without prior consent of survey members (20 U.S.C. 1232g[b][3]). RTI International, as the contractor for NCES, has been given the authority to collect information from institution records under federal law.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose, unless otherwise compelled by law.

Protection of Electronic Files

All electronic files from institution records and student interviews will be carefully protected. Computer accounts used to access data will be password protected with multilevel controls to ensure that only those individuals with a need to access confidential information are able

to do so. For the web-based data collection, proven methods of protection for online sessions and data security will be used, and data transmitted over the Internet will be encrypted using Secure Sockets Layer (SSL) protocol. All data entry modules on the study website will be password protected, which will require the user to log in to the site before accessing confidential data. To prevent unauthorized user access, the system will automatically log the user out after 30 minutes of inactivity.

Protection of Paper Records

All paper records will be maintained in locked storage cabinets. A unique study identification variable (not the Social Security number or school ID) will be created and maintained for each survey participant to protect against disclosure of confidential data.

Preparation of Data For Public Release

All data released to the general public (for example, statistical tables) will be designed so that it will not be possible to identify specific individuals.

Violations

All personnel with access to individual data will be required to sign a confidentiality agreement and an affidavit of nondisclosure. Anyone who violates ESRA's confidentiality provisions when using the data will be found guilty of a Class E felony and may be imprisoned for up to 5 years and/or fined up to \$250,000.

RTI Request Letter

{date}

{contact_fname} {contact_lname}
{inst_name}
{inst_addr1}
{inst_addr2}
{inst_city}, {inst_st} {inst_zip}

Dear {contact_salute} {contact_lname}:

We greatly appreciate your cooperation in the 2009 Postsecondary Education Transcript Study. As Tom Weko, Associate Commissioner for the Postsecondary Studies Division of the National Center for Education Statistics, indicates in the enclosed letter, this study is designed to collect transcript data for the following students:

- Recent baccalaureate recipients sampled for the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); and
- Students sampled for the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Authorized by federal law (P.L. 103-382), the B&B:08/09 data will provide researchers, educators, and policymakers with critical information about the role that an undergraduate education plays in the short- and long-term outcomes of bachelor's degree recipients, while the BPS:04/09 data will help them better understand what percentage of beginning students complete their degree programs; the financial, family, and school related factors that prevent students from completing their programs; and what can be done to help students complete their schooling.

I am writing to request transcripts for {sch_num} sample member{s} who attended your institution. To facilitate our coding of your institution's transcripts, it would be helpful to also receive a mapping of your institution's degree programs and courses to the Classification of Instructional Programs, if such a mapping exists. Included with this package are detailed instructions for preparing and transmitting transcript data to RTI. A list of students for whom transcripts are requested is posted, with their student ID numbers and dates of birth, at the secure study website listed in the box below. To gain access to the site, you will need to log in using the username and password printed at the bottom of this letter. Also available at the website are instructions for obtaining reimbursement for the requested transcripts, should your institution require it. We would appreciate receiving the requested transcript data on or before {DUE DATE}. Please do not hesitate to call me if you feel you need to have a later delivery date.

Thank you in advance for your timely participation in this important effort. Please feel free to contact me for additional information. You can reach me by telephone at (919) 541-6870 or e-mail at jennifer@rti.org.

Sincerely,

Jennifer Wine, Ph.D.
B&B:08/09 and BPS:04/09 Project Director

Please visit the study website for more information:

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

To log in, enter the IPEDS UNITID below as your username
and enter the password below.

Your IPEDS UNITID: «entity_id»

Your password: «password»

AACRAO Endorsement Letter

American Association of Collegiate Registrars and Admissions Officers



One Dupont Circle, NW, Suite 520 / Washington, DC 20036-1135
(202) 293-9161 Main / (202) 872-8857 Fax
www.aacrao.org

Dear Colleague:

I am writing to ask for your assistance with the 2009 Postsecondary Education Transcript Study (PETS:09). PETS:09 seeks transcript data from postsecondary institutions to supplement student interview data collected for two important longitudinal studies that are endorsed by AACRAO.

The 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) collects data on a cohort of students as they complete their bachelor's degree requirements and then follows their educational and employment experiences over time. The 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) collects data on a cohort of students as they begin their postsecondary education and then follows their educational and employment outcomes over time. These studies are conducted by RTI International for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. PETS:09 transcript data will be combined with data from student interviews, other institution records, and administrative databases to provide a total picture of these two cohorts. The enclosed materials describe the uses of the data.

Transcript data are being collected under the provisions of the *Family Educational Rights and Privacy Act* (FERPA) that allow the release of student records to the Secretary of Education or his/her agent without prior written consent from students. Both the purposes of the study and the manner in which the transcript data will be acquired comply fully with FERPA requirements.

Your cooperation and assistance in providing transcripts to RTI in a timely manner will be greatly appreciated.

Sincerely,

Jerome H. Sullivan
Executive Director

List of Endorsements

American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of State Colleges and Universities
American Council on Education
Association for Institutional Research
Association of Allied Schools of Health Professions
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Career College Association
The Carnegie Foundation for the Advancement of Teaching
Council of Independent Colleges
Hispanic Association of Colleges and Universities
National Accrediting Commission of Cosmetology Arts and Sciences
National Association for Equal Opportunity in Higher Education
National Association of State Universities and Land Grant Colleges
State Higher Education Executive Officers
United Negro College Fund

Instructions for Sending Data



Instructions for Sending Data

There are 5 primary steps for providing data. You will need to access the secure study website at <https://surveys.nces.ed.gov/pets>. Log in using the username and password printed at the bottom of the letter you received from RTI.

NOTE: You will need your username and password each time you log in to the website.

1 Complete the Institution Information page

On this page, you will need to provide or confirm selected information about your institution including GPA scale and grading system. This page is accessible from the Main Menu.

2 Complete the Transcript Data Transmission page

Each student's name, student ID number (if known), and date of birth will be listed on the transmission page. Please check the box next to each student whose transcript you are sending and select the mode of submission. If you are unable to provide a transcript, please enter the reason in the space provided—for example, "No record of student's attendance" or "Transcript cannot be located." Please print and retain a copy for your records.

NOTE: You must complete the Transcript Data Transmission webpage prior to sending transcript data, so that we may verify receipt of all transcript data submitted. Once you have sent the transcript data, click Submit. This page is accessible from the Main Menu.

3 Transmit Transcript Data

A number of options are available for transmitting transcript data to RTI. Each is described below.

Uploading to the Secure Study Website: Uploading electronic transcript data directly to the secure website, preferably in XML or EDI format that conforms to the PESC standard, is the preferred method for sending transcript data. If your transcript data are not in one of these formats, we ask that you or a programmer from your institution convert them to a format that we can process using the file specifications available from the link entitled "Upload transcript data in CSV or fixed-width format" on the Transcript Data Transmission page available from the Main Menu. However, if you are unable to reformat the transcript data to match the file specifications, we will accept them in their existing electronic format. *NOTE: The XML formatted transcript should adhere to the PESC XML standard format for college transcript, version 1.0.0. The EDI formatted transcript should adhere to the PESC EDI standard format for Student Educational Record (Transcript).*

Sending Transcript Data as an Encrypted Attachment by Electronic Mail: If you choose to use electronic mail (e-mail) to submit student transcript data, the attachment containing the data will need to be encrypted, using software such as SecureZIP (select the option Use FIPS 140 Mode), to ensure they are transmitted securely. SecureZIP can be downloaded free of charge

from the website: <http://www.securezip.com>. Detailed instructions for downloading and using SecureZIP can be accessed from the link "E-mail transcript data as an encrypted attachment." If you choose to use encryption software other than SecureZIP, please contact the Help Desk to ensure that the software complies with our security standards.

Once the attachment is encrypted, send to pets@rti.org and include the file names and descriptions. If you need assistance with this process, please contact the Help Desk toll-free at 1-877-256-8029 or via e-mail at pets@rti.org.

Sending Transcript Data by Secure File Transfer Protocol (sFTP): If you choose to submit transcript data using the sFTP site, please contact the Help Desk to obtain the sFTP site location and your username and password. The Help Desk may be reached toll-free at 1-877-256-8029 or via e-mail at pets@rti.org. Additional instructions on how to perform the data transfer via sFTP may be accessed from the link "Send transcript data by secure File Transfer Protocol (sFTP)." After you have successfully uploaded your files to the sFTP server, please send an e-mail to pets@rti.org with the names of the files and their structure.

Sending Transcript Data via eSCRIP-SAFE™: If you are a registered eSCRIP-SAFE™ sender and wish to use eSCRIP-SAFE™ to send your transcripts, please select RTI International, U.S. Department of Education Longitudinal Studies as the transcript recipient.

Faxing Hard Copy Transcripts: If your institution is unable to provide the transcript data electronically via any of the methods previously mentioned, you may fax transcripts to our secure fax machine at 1-866-354-7066. First, fax the Student Transcript Fax Test Page included in your institution packet, with your name, telephone number, and fax number, to ensure that the transfer is working correctly. We will then confirm that we successfully received the test page. The confirmation is typically a return fax, but in some instances it is a phone call. If you do not receive confirmation within 15 minutes, please contact the fax help line at 1-866-662-8174. Once you receive confirmation, fax the completed Student Transcript Fax Transmittal Sheet along with the transcripts. If you do not have the fax test page or transmittal sheet, you may print a copy from the link "Fax hard copy transcripts."

Once you have sent the transcript data, click Submit on the Transcript Data Transmission page.

4 Provide CIP Code Mappings

Once transcript data are received, the individual courses and degree programs reported in the transcript data will be coded using a common classification system, the National Center for Education Statistics' (NCES) Classification of Instructional Programs (CIP). The mapping(s) can be transmitted to RTI by uploading to the secure study website or sending via e-mail to pets@rti.org. If you choose to upload the mappings, please select "Upload CIP code mappings" from the Main Menu.

5 Provide Requested Course Catalogs

If we need a course catalog from your institution, there will be a Catalog Transmittal Sheet in your packet. It includes a list of the catalogs requested and instructions for sending them to RTI. If you do not find a Catalog Transmittal Sheet in your packet, then no catalogs are needed from your institution at this time.

Catalog Transmittal Sheet

«School_ID»

IPEDS ID#: «School_ID»

Name of Sender: _____

Date: _____

Telephone number: _____

In order to properly code the transcript data we will receive for your students, we need to obtain a copy of your institution's course catalogs, bulletins, or other materials that describe the course offerings for each academic year listed below.

<cat_yr_needed> <level>

<cat_yr_needed> <level>

<cat_yr_needed> <level>

<cat_yr_needed> <level>

Instructions:

If the catalog(s) exist electronically, please send an e-mail to pets@rti.org and either direct us to the catalog(s) online or send the catalog(s) as an attachment. If you need to send hard copy catalogs, please place check marks in the appropriate columns below to indicate the types of course catalogs you are sending for each year. Please do not send catalogs for which "not needed" appears. Please keep a copy of this completed sheet for your records and send the original to RTI with the catalogs using the FedEx materials provided.

Academic Year	Type of catalog provided <i>(please place checks or comments as appropriate)</i>			
	Institution-wide/general	Undergraduate	Graduate	Other school/program <i>(please specify)</i>
2003-2004				
2004-2005				
2005-2006				
2006-2007				
2007-2008				
2008-2009				
Other year				

Student Transcript Fax Test Page

«School_ID»

IPEDS ID#: «School_ID»

Name of Sender: _____

Date: _____

Telephone number: _____

Fax number: _____

Instructions:

Please fax this document to 1-866-354-7066 as a test page.

You will receive a confirmation that we received your fax. Once you have our confirmation, please fax the completed Student Transcript Fax Transmittal Sheet that you received in your packet and your students' transcripts to the same number.

If you need assistance, please contact our Fax Helpline at 1-866-662-8174.

Student Transcript Fax Transmittal Sheet

****WARNING:** This transmission contains confidential information. Please exercise appropriate security. ******

«School_ID»

IPEDS ID#: «School_ID»

Name of Sender: _____

Date: _____

Telephone number: _____

Fax number: _____

Number of pages: _____

Number of sampled students: «school_name»

Number of students whose transcripts you are sending: _____

Number of transcripts you are sending (there could be multiple per student): _____

Instructions:

Be sure that you have faxed the Student Transcript Fax Test Page and been contacted to confirm its receipt before sending this page or the transcripts.

If a student transferred to your institution from another institution, please also send copies of any transcripts that you have from other institutions (unless that information is already included on the transcript from your institution).

Once you have filled out the top of this document, please fax it and student transcripts to 1-866-354-7066.

If you need assistance, please contact our Fax Helpline at 1-866-662-8174.

FERPA Excerpt

Family Educational Rights and Privacy Act Regulations

34 CFR Part 99

Subpart A—General

Section

99.1 To which education agencies or institutions do these regulations apply?

99.2 What is the purpose of these regulations?

99.3 What definitions apply to these regulations?

99.4 What are the rights of parents?

99.5 What are the rights of students?

99.7 What must an educational agency or institution include in its annual notification?

99.8 What provisions apply to records of a law enforcement unit?

Subpart B—What Are the Rights of Inspection and Review of Education Records?

Section

99.10 What rights exist for a parent or eligible student to inspect and review education records?

99.11 May an educational agency or institution charge a fee for copies of education records?

99.12 What limitations exist on the right to inspect and review records?

Subpart C – What Are the Procedures for Amending Education Records?

Section

99.20 How can a parent or eligible student request amendment of the student's education records?

99.21 Under what conditions does a parent or eligible student have the right to a hearing?

99.22 What minimum requirements exist for the conduct of a hearing?

Subpart D—May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

Section

99.30 Under what conditions is prior consent required to disclose information?

99.31 Under what conditions is prior consent not required to disclose information?

99.32 What recordkeeping requirements exist concerning requests and disclosures?

99.33 What limitation apply to the redisclosure of information?

99.34 What conditions apply to disclosure of

information to other education agencies or institutions?

99.35 What conditions apply to disclosure of information for Federal or State program purposes?

99.36 What conditions apply to disclosure of information in health and safety emergencies?

99.37 What conditions apply to disclosing directory information?

99.38 What conditions apply to disclosure of information as permitted by State statute adopted after November 19, 1974 concerning the juvenile justice system?

99.39 What definitions apply to the nonconsensual disclosure of records by postsecondary educational institutions in connection with disciplinary proceedings concerning crimes of violence or non-forcible sex offenses?

Subpart E – What are the Enforcement Procedures?

Section

99.60 What functions has the Secretary delegated to the Office and to the Office of Administrative Law Judges?

99.61 What responsibility does an educational agency or institution have concerning conflict with State or local laws?

99.62 What information must an educational agency or institution submit to the Office?

99.63 Where are complaints filed?

99.64 What is the complaint procedure?

99.65 What is the content of the notice of complaint issued by the Office?

99.66 What are the responsibilities of the Office in the enforcement process?

99.67 How does the Secretary enforce decisions?

AUTHORITY: 20 U.S.C. 1232g unless otherwise noted.

PART 99 – FAMILY EDUCATIONAL RIGHTS AND PRIVACY

The authority citation for part continues to read as follows:

AUTHORITY: 20 U.S.C. 1232g, unless otherwise noted.

Subpart A—General

§ 99.1 To which educational agencies or institutions do these regulations apply?

(a) Except as otherwise noted in § 99.10, this part applies to an educational agency or institution to which funds have been made available under any program administered by the Secretary, if—

(1) The educational institution provides educational services or instruction, or both, to students; or

(2) The educational agency is authorized to direct and control public elementary secondary, or postsecondary educational institutions.

(b) This part does not apply to an educational agency or institution solely because students attending that agency or institution receive non-monetary benefits under a program referenced in paragraph (a) of this section, if no funds under that program are made available to the agency or institution.

on the contested information in the record or stating why he or she disagrees with the decision of the agency or institution, or both.

(c) If an educational agency or institution places a statement in the education records of a student under paragraph (b)(2) of this section, the agency or institution shall:

(1) Maintain the statement with the contested part of the record for as long as the record is maintained; and

(2) Disclose the statement whenever it discloses the portion of the record to which the statement relates.

(Authority: 20 U.S.C 1232g(a)(2))

§99.22 What minimum requirements exist for the conduct of a hearing?

The hearing require by § 99.21 must meet, at a minimum, the following requirements:

(a) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.

(b) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.

(c) the hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.

(d) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence relevant of the issues raised under § 99.21. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

(e) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.

(f) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

(Authority: 20 U.S.C 1232g(a)(2))

Subpart D—May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

§ 99.30 Under what conditions is prior consent required to disclose information?

(a) The parent or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records, except as provided in § 99.31.

(b) The written consent must:

(1) Specify the records that may be disclosed;

(2) State the purpose of the disclosure; and

(3) Identify the party or class of parties to whom the disclosure may be made.

(c) When a disclosure is made under paragraph

(a) of this section:

(1) If a parent or eligible student so requests, the educational agency or institution shall provide him or her with a copy of the records disclosed; and

(2) If the parent of a student who is not an

eligible student to requests, the agency or institution shall provide the student with a copy of the records disclosed.

(Authority: 20 U.S.C 1232g (b)(1) and (b)(2)(A))

§ 99.31 Under what conditions is prior consent not required to disclose information?

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by § 99.30 if the disclosure meets one or more of the following conditions:

(1) The disclosure is to other school officials, including teachers, within the agency or institution who the agency or institution has determined to have legitimate educational interests.

(2) The disclosure is, subject to the requirements of § 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll.

(3) The disclosure is, subject to the requirements of § 99.35, to authorized representatives of—

(i) The comptroller General of the United States;

(ii) The Attorney General of the United States;

(iii) The Secretary; or

(iv) State and local educational authorities.

(4)(i) The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(A) Determine eligibility for the aid;

(B) Determine the amount of the aid;

(C) Determine the conditions for the aid; or

(D) Enforce the terms and conditions of the aid.

(ii) As used in paragraph (a)(4)(i) of this section, “financial aid” means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual’s attendance at an educational agency or institution.

(Authority: 20 U.S.C 1232g(b)(1)(D))

(5)(i) The disclosure is to State and local official or authorities to whom this information is specifically—

(A) Allowed to be reported or disclosed pursuant to a State statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student whose records are released; or

(B) Allowed to be reported or disclosed pursuant to a State statute adopted after November 19, 1974, subject to the requirements of § 99.38.

(ii) Paragraph (a)(5)(1) of this section does not prevent a State from further limiting number or type of State or local officials to whom disclosure may be made under that paragraph.

(6)(i) The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to:

(A) Develop, validate, or administer predictive tests;

(B) Administer student aid programs; or

(C) Improve instruction.

(iii) The agency or institution may disclose in

formation under paragraph (a)(6)(i) of this section if:

(A) The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization; and

(B) The information is destroyed when no longer needed for the purposes for which the study was conducted.

(iii) If this Office determines that a third party outside the educational agency or institution to whom information is disclosed under this paragraph (a)(6) violates paragraph (a)(6)(ii)(B) of this section, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

(iv) For the purposes of paragraph (a)(6) of this section, the term “organization” includes, but is not limited to, Federal, State, and local agencies, and independent organizations.

(7) The disclosure is to accrediting organization to carry out their accrediting functions.

(8) The disclosure is to parents, as defined in § 99.3, of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986.

(9)(i) The disclosure is to comply with a judicial order or lawfully issued subpoena.

(ii) The educational agency or institution may disclose information under paragraph (a)(9)(i) of this section only if the agency or institution makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with—

(A) A Federal grand jury subpoena and the court has order that the existence or the contents of the subpoena or the information furnished in response of the subpoena not be disclosed; or

(B) Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in the response to the subpoena not be disclosed.

(iii)(A) If an educational agency or institution initiates legal action against a parent or student, the educational agency or institution may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the educational agency or institution to proceed with the legal action as plaintiff.

(B) If a parent or eligible student initiates legal action against an educational agency or institution, the educational agency or institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the educational agency or institution to defend itself.

(10) The disclosure is in connection with a health or safety emergency, under the conditions described in § 99.36.

(11) The disclosure is information the educational agency or institution has designated as “directory information,” under the condition described in § 99.37.

(12) The disclosure is to the parent of a student who is not an eligible student or to the student.

(13) The disclosure, subject to the requirements in § 99.39, is to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. the disclosure may only include the final results of the disciplinary proceeding conducted by the institution of postsecondary education with respect to that alleged crime or offense. The institution may disclose the final results of the disciplinary proceeding, regardless of whether the institution concluded a violation was committed.

(14)(i) The disclosure, subject to the requirements in § 99.39, is in connection with a disciplinary proceeding at an institution of

postsecondary education. The institution must not disclose the final results of the disciplinary proceeding unless it determines that—

(A) The student is an alleged perpetrator of a crime of violence or non-forcible sex offense: and

(B) With respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies.

(ii) The institution may not disclose the name of any other student, including a victim or witness, without the prior written consent of the other student.

(iii) This section applies only to the disciplinary proceedings in which the final results were reached on or after October 7, 1998.

(15)(i) The disclosure is to a parent of a student at an institution of postsecondary education regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if—

(A) The institution determines that the student has committed a disciplinary violation with respect to that use or possession; and

(B) The student is under the age of 21 at the time of the disclosure to the parent.

(iii) Paragraph (a)(15) of this section does not supersede any provision of State law that prohibits an institution of postsecondary education from disclosing information.

(b) Paragraph (a) of this section does not forbid an educational agency or institution from disclosing, nor does it require an educational agency or institution to disclose, personally identifiable information from the education records of a student to any parties under paragraphs (a)(1) through (11), (13), (14), and (15) of this section.

(Authority: 20 U.S.C 1232g(a)(5)(A), (b)(1), (b)(2)(B), (b)(6), (h) and (i))

§ 99.32 What recordkeeping requirements exist concerning requests and disclosures?

(a)(1) An educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student.

(2) The agency or institution shall maintain the record with the education records of the student as long as the records are maintained.

(3) For each request or disclosure the record must include:

(i) The parties who have requested or received personally identifiable information from the education records; and

(ii) The legitimate interests the parties had in requesting or obtaining the information.

(b) If an educational agency or institution discloses personally identifiable information from an education record with the understanding authorized under § 99.33(b), the record of the disclosure required under this section must include:

(1) The names of the additional parties to which the receiving party may disclose the information on behalf of the educational agency or institution; and

(2) The legitimate interests under § 99.31 which each of the additional parties has in requesting or obtaining the information.

(c) The following parties may inspect the record relating to each student:

(1) The parent or eligible student.

(2) The school official or his or her assistants who are responsible for the custody of the records.

(3) Those parties authorized in § 99.31(a)(1) and (3) for the purposes of auditing the recordkeeping procedures of the educational agency or institution.

(d) Paragraph (a) of this section does not apply if the request was from, or the disclosure was to:

(1) The parent or eligible student;

(2) A school official under § 99.31 (a)(1);

(3) A party with written consent from the parent or eligible student;

(4) A party seeking directory information; or

(5) A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

(Approved by the Office of Management and Budget under control number 1880-0508)

(Authority: 20 U.S.C 1232g(b)(1) and (b)(4)(A))

§ 99.33 What limitations apply to the redisclosure of information?

(a)(1) An educational agency or institution may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student.

(2) The officers, employees, and agents of a party that receives information under paragraph (a)(1) of this section may use the information, but only for the purposes for which the disclosure was made.

(b) Paragraph (a) of this section does not prevent an educational agency or institution from disclosing personally identifiable information with the understanding that the party receiving the information may make further disclosure of the information on behalf of the educational agency or institution if:

(1) The disclosures meet the requirements of § 99.31; and

(2) The educational agency or institution has complied with the requirements of § 99.32(b).

(c) Paragraph (a) of this section does not apply to disclosures made to parents of dependent students under § 99.31(a)(8), to disclosures made pursuant to court orders, lawfully issued subpoenas, or litigation under § 99.31(a)(9), to disclosures of directory information under § 99.31(a)(11), to disclosures made to a parent or student under § 99.31(a) (12), to disclosures made in connection with a disciplinary proceedings under § 99.31(a) (14), or to disclosures made to parents under § 99.31(a)(15).

(d) Excerpt for disclosures under § 99.31(a) (9), (11) and (12), and educational agency or institution shall inform a party to whom disclosure is made of the requirements of this section.

(e) If this Office determines that a third party improperly rediscloses personally identifiable information from education records in violation of § 99.33(a) of this section, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

(Authority: 20 U.S.C 1232g(b)(4)(B))

§ 99.34 What conditions apply to disclosure of information to other educational agencies or institutions?

(a) An educational agency or institution that discloses an education record under § 99.31(a)(2) shall:

(1) Make a reasonable attempt to notify the parent or eligible student at the last known address of the parent or eligible student, unless:

(i) The disclosure is initiated by the parent or eligible student; or

(ii) The annual notification of the agency or institution under § 99.7 includes a notice that the agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll:

(2) Give the parent or eligible student, upon request, a copy of the record that was disclosed; and

(3) Give the parent or eligible student, upon request, an opportunity for a hearing under Subpart C.

(b) An educational agency or institution may disclose an education record of a student in attendance to another educational agency or institution if:

(1) The student is enrolled in or receives services from the other agency or institution; and

(2) The disclosure meets the requirements of paragraph (a) of this section.

(Authority: 20 U.S.C 1232g(b)(1)(B))

§ 99.35 What conditions apply to disclosure of information for Federal or State program purposes?

(a) The officials listed in § 99.31(a)(3) may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs.

(b) Information that is collected under paragraph (a) of this section must:

(1) Be protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to in paragraph (a) of this section; and

(2) Be destroyed when no longer needed for the purposes listed in paragraph (a) of this section.

(c) Paragraph (b) of this section does not apply if:

(1) The parent or eligible student has given written consent for the disclosure under § 99.30; or

(2) The collection of personally identifiable information is specifically authorized by Federal law.

(Authority: 20 U.S.C 1232g(b)(3))

§ 99.36 What conditions apply to disclosure of information in health and safety emergencies?

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Nothing in the Act or this part shall prevent an educational agency or institution from—

(1) Including in the education records of a student appropriate information

Disclosure Notice

The transcript data for this student have been provided to RTI International, a not-for-profit research organization and agent for the National Center for Education Statistics, U.S. Department of Education. This disclosure statement fulfills the requirements of 34 CFR 99.32(a) pursuant to the *Family Educational Rights and Privacy Act* (FERPA) (20 U.S.C. 1232g).

The transcript data were requested for the 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) or the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09). Data from these records will be combined with others into statistical summaries and tables and may not be used in identifiable form for any purpose unless otherwise compelled by law (Education Sciences Reform Act of 2002, Section 183).

The collection of information in this study is authorized by the Education Sciences Reform Act of 2002, Public Law 107-279. Participation is voluntary. Information will be protected from disclosure by federal statute (20 USC 9003a-9007, as amended).

B&B:08/09

BPS:04/09

OMB # 1850-0729

OMB # 1850-0631

Expiration Date: 02/28/2011

Expiration Date: 04/30/2011

Appendix I

Data Elements for Keying and Coding System

Data Elements for Keying and Coding System

School Info

- Calendar system
- GPA scale
- Grading system
- Quality points

Case Info

- First name
- Middle name
- Last name
- Former last name
- Address 1
- Address 2
- City
- State/province
- Country (if not USA)
- Zip code
- H.S. graduation date (month)
- H.S. graduation date (year)

Schools/Terms

- School entry
 - Name
 - City
 - State
 - Unknown school
- School Info
 - First enrolled (month)
 - First enrolled (year)
 - Cumulative GPA
 - Transfer credits attempted
 - Transfer credits accepted
 - Transfer credits for GPA
 - Did the student take a state basic skills test?

- Terms (info)
 - Attended
 - Term name
 - Start date (month)
 - Start date (year)
 - End date (month)
 - End date (year)

Academics

- Honors
- Probations

Tests

- Date taken (month)
- Date taken (year)
- Exam
- Scores (may be subdivided, e.g., verbal, math, writing)

Degrees/Majors

- Program
- Degree name
- Bach. Type
- Grad honors
- Degree received
- Date rec'd (month)
- Date rec'd (year)
- Honors program participant
- Professional certificate or licensure earned
- Major 1
- Major 1 CIP
- Major 1 uncodable reason
- Major 2
- Major 2 CIP
- Major 2 uncodable reason
- Minor 1
- Minor 1 CIP
- Minor 1 uncodable reason
- Minor 2
- Minor 2 CIP
- Minor 2 uncodable reason
- Concentration
- Concentration uncodable reason

Courses

- | | |
|--|--|
| <ul style="list-style-type: none">• Course Info<ul style="list-style-type: none">○ Course ID○ Course Name○ CIP○ Uncodable reason○ Needs review○ Repeated○ Does NOT count toward GPA○ Honors○ Credits measured by: credit hours/clock hours○ Earned (credits)○ Start date (month) | <ul style="list-style-type: none">○ Start date (year)○ End data (month)○ End date (year)○ Grade○ Grade (num)○ Other grade○ Grade/quality points○ Select attribute○ Select credit• School Summary<ul style="list-style-type: none">○ Earned credits○ Grade points○ GPA○ Clock hours completed |
|--|--|

Appendix J

Item Response Rates and Imputation Results

Table J-1. Item response rates and nonresponse rates for items collected in the BPS:04/09 interview: 2009

Variable	Description	Sample size	Item response rate	Item non-response rate
AFFORD09	Afford school without working	10,050	78.57	21.43
CARAMT09	Monthly car payment amount	8,060	57.46	42.54
CARLN09	Have loan or lease payments for car	16,680	79.22	20.78
CLTY09A	Type of class: arts and humanities	1,060	70.15	29.85
CLTY09B	Type of class: business and marketing	1,060	70.15	29.85
CLTY09C	Type of class: career and technical education	1,060	70.15	29.85
CLTY09D	Type of class: communications	1,060	70.15	29.85
CLTY09E	Type of class: computer science	1,060	70.15	29.85
CLTY09F	Type of class: education	1,060	70.15	29.85
CLTY09G	Type of class: engineering and engineering technology	1,060	70.15	29.85
CLTY09H	Type of class: healthcare	1,060	70.15	29.85
CLTY09I	Type of class: natural sciences and mathematics	1,060	70.15	29.85
CLTY09J	Type of class: social sciences	1,060	70.15	29.85
CLTY09X	Type of class: other	1,060	70.15	29.85
COMHRS09	Number of hours volunteered per month	6,830	48.85	51.15
COMONE09	One time volunteer event	7,930	55.44	44.56
COMSRV09	Community service/volunteer in last 12 months	16,680	79.31	20.69
CRDANY09	Have credit cards	16,680	79.37	20.63
CRDBAL09	Balance due on all credit cards	6,330	63.54	36.46
CRDPAY09	Pay off or carry credit balance	12,130	71.21	28.79
DEPANY09	Has dependent children	16,680	84.34	15.66
DEPNUM09	Number of dependent children	16,680	84.33	15.67
DEPYNG09	Age of youngest dependent child	7,040	49.17	50.83
DGEVR09	Highest education level ever expected	16,680	78.89	21.11
DISMOB09	Disability: mobility impairment	16,680	79.24	20.76
DISOTH09	Disability: other disability	16,680	79.10	20.90
DISSEN09	Disability: sensory impairment	16,680	79.79	20.21
EMPL09	Loan influenced employment plans	6,810	64.71	35.29
EMPL09A	Loan influenced employment plans: had to work more hours	4,180	43.18	56.82
EMPL09B	Loan influenced employment plans: had to work more than one job	4,180	43.18	56.82
EMPL09C	Loan influenced employment plans: took job outside field	4,180	43.18	56.82
EMPL09D	Loan influenced employment plans: took less desirable job	4,180	43.18	56.82
EMPL09X	Loan influenced employment plans: other reason	4,180	43.18	56.82
EMPTY09	Type of employer	10,050	78.55	21.45
GPA09	Estimate of GPA	11,980	80.58	19.42
GRCRED09	Earned credit for non-degree postbaccalaureate courses	1,590	36.94	63.06
GRDEG09	Enrolled in degree/certificate program since earning bachelor's degree	6,300	83.03	16.97
GRENR09	Current attendance in graduate school	16,680	89.76	10.24
GREXP09	Expect to enroll in postbaccalaureate program before July 2009	4,570	67.21	32.79
GRNDEG09	Enrolled in non-degree coursework since earning bachelor's	6,300	83.12	16.88
HHCP09A	Household composition: children or dependents	16,680	79.27	20.73
HHCP09B	Household composition: live alone	16,680	79.27	20.73
HHCP09C	Household composition: parents or in-laws	16,680	79.27	20.73
HHCP09D	Household composition: spouse or domestic partner	16,680	79.27	20.73

See notes at end of table.

Table J-1. Item response rates and nonresponse rates for items collected in the BPS:04/09 interview: 2009—Continued

Variable	Description	Sample size	Item response rate	Item non-response rate
HHCP09X	Household composition: other	16,680	79.27	20.73
HOUSE09	Own home or pay rent	14,790	77.96	22.04
HRSWK09	Hours worked per week when last enrolled	10,050	77.49	22.51
INCRES09	Employment: total earnings	9,980	66.34	33.66
INCSPS08	Spouse's earnings from all sources in 2008	6,380	42.11	57.89
JBEN09A	Employer offers benefits: life insurance	9,670	68.72	31.28
JBEN09B	Employer offers benefits: medical insurance	9,670	68.72	31.28
JBEN09C	Employer offers benefits: retirement benefits	9,670	68.72	31.28
JOB CAR09	Consider current job start of career	9,980	69.69	30.31
JOBD09A	Job description: allows freedom for other interests	5,050	43.18	56.82
JOBD09B	Job description: pays the bills	5,050	43.18	56.82
JOBD09C	Job description: provides benefits	5,050	43.18	56.82
JOBD09D	Job description: provides experience for future	5,050	43.18	56.82
JOBD09X	Job description: other	5,050	43.18	56.82
JOBDIF09	Difficulty in doing job without undergraduate coursework	9,980	69.83	30.17
JOBEMP09	Type of employer	9,980	69.35	30.65
JOBFST09	First job since last enrolled	7,200	57.75	42.25
JOBHRS09	Hours worked per week	9,980	69.64	30.36
JOBIND09	Job 2009: type of industry	9,980	69.51	30.49
JOBLCG09	License required for current job: general code	4,270	32.22	67.78
JOBLCH09	Already hold license or certification	4,270	32.22	67.78
JOBLCS09	License required for current job: specific code	3,940	26.05	73.95
JOBMON09	Total number of months in same or similar job	9,980	65.58	34.42
JOBOCC09	Job 2009: type of occupation	9,980	69.55	30.45
JOBPS09	Job search assistance from school placement office	7,320	57.39	42.61
JOBR09A	Job responsibilities: hiring or firing decisions	9,670	68.65	31.35
JOBR09B	Job responsibilities: set salaries	9,670	68.65	31.35
JOBR09C	Job responsibilities: supervise others	9,670	68.65	31.35
JOBR CR09	Job related to undergraduate coursework	6,430	47.34	52.66
JOBRCT09	Employer required: vocational or technical certificate	9,980	69.83	30.17
JOBRDG09	Employer required: 2-year or 4-year college degree	9,980	69.83	30.17
JOBR LC09	Employer required: industry certification or license	9,980	69.83	30.17
JOBR LM09	Job related to undergraduate major	6,650	53.24	46.76
JOBS09A	Job satisfaction: fringe benefits	9,670	68.16	31.84
JOBS09B	Job satisfaction: importance and challenge	9,670	68.43	31.57
JOBS09C	Job satisfaction: job security	9,670	68.28	31.72
JOBS09D	Job satisfaction: opportunities for future training and education	9,670	68.51	31.49
JOBS09E	Job satisfaction: opportunities for promotion	9,670	68.39	31.61
JOBS09F	Job satisfaction: opportunities to use education	9,670	68.47	31.53
JOBS09G	Job satisfaction: overall	9,670	68.50	31.50
JOBS09H	Job satisfaction: pay	9,670	68.56	31.44
JOBSBE09	Same or similar job before enrolled	9,980	69.92	30.08
JOBST09	Currently employed	11,770	74.70	25.30
JOBSWE09	Same or similar job while enrolled	9,980	69.82	30.18
JOBUG09	Undergraduate education helped advance career	9,980	69.72	30.28
LNDWI09	Loan debt worthwhile investment	10,160	77.13	22.87
LNHELP09	Anyone helping to repay loans	6,190	54.89	45.11

See notes at end of table.

Table J-1. Item response rates and nonresponse rates for items collected in the BPS:04/09 interview: 2009—Continued

Variable	Description	Sample size	Item response rate	Item non-response rate
LNIEP09	Loan influenced enrollment plans	6,050	68.58	31.42
LNIN09A	Influence of student loans on enrollment: chose more affordable school	3,870	50.32	49.68
LNIN09B	Influence of student loans on enrollment: enrolled during summer	3,870	50.32	49.68
LNIN09C	Influence of student loans on enrollment: enrolled sooner	3,870	50.32	49.68
LNIN09D	Influence of student loans on enrollment: increased/decreased classes	3,870	50.32	49.68
LNIN09E	Influence of student loans on enrollment: postponed enrollment	3,870	50.32	49.68
LNIN09F	Influence of student loans on enrollment: took terms off	3,870	50.32	49.68
LNIN09X	Influence of student loans on enrollment: other reason	3,870	50.32	49.68
LNTY09A	Type of undergraduate loan: federal	10,160	77.03	22.97
LNTY09B	Type of undergraduate loan: private	10,160	77.03	22.97
LNTY09C	Type of undergraduate loan: other	10,160	77.03	22.97
LOCALR09	Residence while enrolled	11,980	82.16	17.84
LOCJOB09	Job on or off campus	10,050	78.71	21.29
MAJ09CHG	Frequency of formal major changes	10,920	84.68	15.32
MAJ09DBL	Earned a double major with degree	6,070	83.31	16.69
MNREA09	Job while enrolled 2009: Main reason for working	10,050	78.60	21.40
MTGAMT09	Monthly rent or mortgage payment amount	11,510	68.07	31.93
NUMJOB09	Number of jobs during last term of enrollment	11,980	82.37	17.63
PARDIE09	Parents deceased	11,980	82.10	17.90
PRSP09A	Help from parents: no financial support	11,980	82.10	17.90
PRSP09B	Help from parents: other educational/living expenses	11,980	82.10	17.90
PRSP09C	Help from parents: tuition and fees	11,980	82.10	17.90
RELCRS09	Job related to coursework	930	55.34	44.66
RELMJ09	Job related to major	9,110	81.76	18.24
RPYAMT09	Monthly payment on undergraduate loans	6,190	62.78	37.22
RPYSL09	Currently repaying any undergraduate loans	9,110	75.76	24.24
RSNLSA	Purpose (last school) 2009: earn a degree	3,460	75.43	24.57
RSNLSB	Purpose (last school) 2009: earn credits	3,460	75.43	24.57
RSNLSC	Purpose (last school) 2009: gain job skills	3,460	75.43	24.57
RSNLSD	Purpose (last school) 2009: personal interest	3,460	75.43	24.57
RSNLSE	Purpose (last school) 2009: transfer to 4 yr	3,460	75.43	24.57
RSNLSX	Purpose (last school) 2009: other reason	3,460	75.43	24.57
RSPL09A	Reason for taking out private loan: deferment of loan repayment	5,230	55.57	44.43
RSPL09B	Reason for taking out private loan: did not qualify for other aid	5,230	55.57	44.43
RSPL09C	Reason for taking out private loan: issued directly to student	5,230	55.57	44.43
RSPL09D	Reason for taking out private loan: needed more money	5,230	55.57	44.43
RSPL09E	Reason for taking out private loan: private loan application easy	5,230	55.57	44.43
RSPL09X	Reason for taking out private loan: other reason	5,230	55.57	44.43
SATMAJ09	Satisfaction with choice of major	16,680	87.01	12.99
SATUG09	Satisfaction with quality of undergraduate education	16,680	86.94	13.06
SEROLE09	Primary role while working	10,050	78.43	21.57
SMAR09	Current marital status	16,680	77.59	22.41
SPNM08	Not married to spouse in 2008	6,510	43.08	56.92
SPSBOR09	Spouse's total student loan amount	4,440	19.26	80.74
SPSED09	Spouse's highest education level	6,510	46.89	53.11
SPSLN09	Spouse has student loans	6,340	45.33	54.67
SPSLNR09	Spouse's monthly student loan payment: not yet in repayment	4,240	15.95	84.05

See notes at end of table.

Table J-1. Item response rates and nonresponse rates for items collected in the BPS:04/09 interview: 2009—Continued

Variable	Description	Sample size	Item response rate	Item non-response rate
SPSOWE09	Amount of spouse's loans still owed	4,440	19.65	80.35
SPSRPY09	Spouse's monthly student loan payment	3,940	11.26	88.74
TEACH09	Plan on teaching K-12	16,680	79.19	20.81
TRCRAC09	School accepted transfer credits	6,190	65.94	34.06
TRCREV09	Attempted transfer credits to school	11,420	81.64	18.36
UGEWC09	Undergraduate education worth the cost	16,680	86.92	13.08
UGLV09	Undergraduate level during most recent term	4,060	28.28	71.72
UNEMCP09	Receiving unemployment compensation	3,930	29.29	70.71
UNEMPD09	Date of last employment	4,160	26.61	73.39
UNEMPG09	Ever unemployed at least three months since undergraduate graduation	11,570	74.29	25.71
UNEMPL09	Currently looking for a job	4,490	37.91	62.09
UNEMPN09	Number of times unemployment has lasted more than three months	5,010	43.34	56.66
UNEMPT09	Longest period of unemployment in months	5,010	43.32	56.68
UNEMPX09	No employment after undergraduate enrollment	4,380	38.26	61.74
UNTAX09	Received untaxed benefits in 2008	16,680	79.32	20.68
VLT09A	Volunteer type: fundraising (political or non-political)	7,930	56.15	43.85
VLT09B	Volunteer type: health services	7,930	56.15	43.85
VLT09C	Volunteer: homeless shelter or soup kitchen	7,930	56.15	43.85
VLT09D	Volunteer type: neighborhood improvement	7,930	56.15	43.85
VLT09E	Volunteer type: other work with kids	7,930	56.15	43.85
VLT09F	Volunteer type: service to the church	7,930	56.15	43.85
VLT09G	Volunteer type: nonprofit organizations	7,930	56.15	43.85
VLT09H	Volunteer type: service to the community	7,930	56.15	43.85
VLT09I	Volunteer type: tutoring or education-related	7,930	56.15	43.85
VLT09X	Volunteer type: other	7,930	56.15	43.85
VLTR09B	Start volunteering because of school-related activity	7,930	23.39	76.61
VOTE09	Vote in last presidential election	14,560	78.18	21.82
VOTERG09	Registered to vote	16,070	80.15	19.85
VOTEVE09	Ever voted in a U.S. election	16,070	92.51	7.49
WRKST09	Work-study job	10,050	78.65	21.35

NOTE: Detail may not sum to totals because of rounding. The sample size column contains the number of cases who may have been eligible to respond to the item, including BPS:04/09 interview respondents who were study respondents. For items that are within a gate question, the sample size includes cases who did not respond to the gate question. The item response rates and nonresponse rates were computed using the BPS:04/09 study weight. The response rate is computed as the number of cases who responded to the item and did not have a legitimate skip for the item divided by the number of cases who did not have a legitimate skip for the item.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table J-2. Mean values of continuous variables before and after imputation, BPS:04/09: 2009

Variable	Description	Mean before imputation	Mean after imputation	Difference	Percent relative difference
CARAMT09	Monthly car payment amount	357.67	359.55	-1.89	-0.52
COMHRS09	Number of hours volunteered per month	4.61	4.61	0.00	0.05
CRDBAL09	Balance due on all credit cards	4,361.55	4,415.34	-53.79	-1.22
DEPNUM09	Number of dependent children	0.73	0.65	0.09*	13.29
DEPYNG09	Age of youngest dependent child	5.49	5.48	0.00	0.08
GPA09	Estimate of GPA	2.50	2.50	-0.01	-0.26
HRSWK09	Hours worked per week when last enrolled	27.63	27.99	-0.36*	-1.28
INCRES09	Employment: total earnings	32,279.01	32,246.18	32.84	0.10
JOBHRS09	Hours worked per week	39.88	39.87	0.01	0.03
JOBMON09	Total number of months in same or similar job	34.00	36.03	-2.03*	-5.63
MTGAMT09	Monthly rent or mortgage payment amount	705.38	719.01	-13.63*	-1.90
NUMJOB09	Number of jobs during last term of enrollment	1.04	1.03	0.01*	1.10
RPYAMT09	Monthly payment on undergraduate loans	197.91	183.25	14.66*	8.00
SPSBOR09	Spouse's total student loan amount	20,805.82	19,180.01	1,625.82*	8.48
SPSOWE09	Amount of spouse's loans still owed	14,495.21	13,994.30	500.91	3.58
SPSRPY09	Spouse's monthly student loan payment	206.00	197.93	8.06	4.07
UNEMPN09	Number of times unemployment has lasted more than three months	1.65	1.66	0.00	-0.20
UNEMPT09	Longest period of unemployment in months	9.12	9.37	-0.25	-2.65

* $p < .05$.

NOTE: Means were computed using the BPS:04/09 study weight. Cases with legitimate skips for the item are not included in the estimated means. The difference is computed as the mean before imputation minus the mean after imputation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
AFFORD09	Afford school without working	0	60.10	60.28	-0.18	-0.29
		1	39.90	39.72	0.18	0.44
CARLN09	Have loan or lease payments for car	0	62.21	62.27	-0.06	-0.10
		1	37.79	37.73	0.06	0.16
CLTY09A	Type of class: arts and humanities	0	71.05	70.82	0.24	0.34
		1	28.95	29.18	-0.24	-0.82
CLTY09B	Type of class: business and marketing	0	80.22	81.10	-0.88	-1.09
		1	19.78	18.90	0.88	4.67
CLTY09C	Type of class: career and technical education	0	92.30	91.39	0.91	1.00
		1	7.70	8.61	-0.91	-10.56
CLTY09D	Type of class: communications	0	89.48	89.59	-0.12	-0.13
		1	10.52	10.41	0.12	1.12
CLTY09E	Type of class: computer science	0	86.70	87.81	-1.10	-1.25
		1	13.30	12.19	1.10	9.03
CLTY09F	Type of class: education	0	88.59	88.28	0.31	0.35
		1	11.41	11.72	-0.31	-2.64
CLTY09G	Type of class: engineering and engineering technology	0	96.76	96.88	-0.12	-0.13
		1	3.24	3.12	0.12	3.91
CLTY09H	Type of class: healthcare	0	84.66	83.99	0.67	0.79
		1	15.34	16.01	-0.67	-4.17
CLTY09I	Type of class: natural sciences and mathematics	0	71.49	72.61	-1.11	-1.54
		1	28.51	27.39	1.11	4.07
CLTY09J	Type of class: social sciences	0	79.64	79.68	-0.05	-0.06
		1	20.36	20.32	0.05	0.22
CLTY09X	Type of class: other	0	64.06	62.74	1.32	2.10
		1	35.94	37.26	-1.32	-3.54
COMONE09	One time volunteer event	0	92.43	92.36	0.07	0.07
		1	7.57	7.64	-0.07	-0.87
COMSRV09	Community service/volunteer in last 12 months	0	66.46	66.84	-0.38	-0.57
		1	33.54	33.16	0.38	1.15
CRDANY09	Have credit cards	0	35.03	35.80	-0.76*	-2.13
		1	64.97	64.20	0.76*	1.19
CRDPAY09	Pay off or carry credit balance	1	49.09	48.06	1.03*	2.15
		2	50.91	51.95	-1.03*	-1.99

See notes at end of table.

**Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—
Continued**

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
DEPANY09	Has dependent children	0	62.76	66.44	-3.69*	-5.55
		1	37.24	33.56	3.69*	10.99
DGEVR09	Highest education level ever expected	0	6.02	6.12	-0.10	-1.65
		1	7.46	7.42	0.04	0.59
		2	11.44	11.52	-0.08	-0.73
		3	28.89	29.53	-0.64*	-2.17
		4	1.11	1.08	0.03	3.00
		5	30.71	30.50	0.21	0.69
		6	0.97	0.85	0.12*	14.57
		7	5.46	5.28	0.19	3.51
DISMOB09	Disability: mobility impairment	0	96.16	96.25	-0.09	-0.09
		1	3.84	3.75	0.09	2.28
DISOTH09	Disability: other disability	0	90.64	90.56	0.07	0.08
		1	9.36	9.44	-0.07	-0.76
DISSEN09	Disability: sensory impairment	0	96.33	96.87	-0.55*	-0.56
		1	3.68	3.13	0.55*	17.47
EMPL09	Loan influenced employment plans	0	58.26	59.65	-1.39*	-2.33
		1	41.74	40.35	1.39*	3.44
EMPL09A	Loan influenced employment plans: had to work more hours	0	67.18	68.47	-1.29	-1.89
		1	32.82	31.53	1.29	4.10
EMPL09B	Loan influenced employment plans: had to work more than one job	0	78.88	79.66	-0.78	-0.98
		1	21.12	20.34	0.78	3.85
EMPL09C	Loan influenced employment plans: took job outside field	0	63.78	64.42	-0.64	-1.00
		1	36.22	35.58	0.64	1.81
EMPL09D	Loan influenced employment plans: took less desirable job	0	63.78	63.73	0.05	0.08
		1	36.22	36.27	-0.05	-0.14
EMPL09X	Loan influenced employment plans: other reason	0	60.92	59.91	1.01	1.69
		1	39.08	40.09	-1.01	-2.52
EMPTY09	Type of employer	1	18.60	17.97	0.62*	3.47
		2	50.21	50.78	-0.57	-1.13
		3	8.99	9.00	-0.01	-0.16
		4	5.93	5.92	0.01	0.17
		5	0.94	0.92	0.02	1.86
		6	3.23	3.46	-0.24	-6.82
		7	12.12	11.94	0.17	1.45
GRCRED09	Earned credit for non-degree postbaccalaureate courses	0	50.49	52.97	-2.48*	-4.68
		1	49.51	47.03	2.48*	5.27

See notes at end of table.

Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—Continued

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
GRDEG09	Enrolled in degree/certificate program since earning bachelor's degree	0	69.00	72.40	-3.40*	-4.70
		1	31.00	27.60	3.40*	12.32
GREN09	Current attendance in graduate school	0	92.00	92.75	-0.74*	-0.80
		1	8.00	7.26	0.74*	10.22
GREXP09	Expect to enroll in postbaccalaureate program before July 2009	0	91.34	91.03	0.31	0.35
		1	8.66	8.97	-0.31	-3.50
GRNDEG09	Enrolled in non-degree coursework since earning bachelor's	0	88.09	88.24	-0.15	-0.17
		1	11.91	11.76	0.15	1.29
HHCP09A	Household composition: children or dependents	0	77.06	77.07	0.00	-0.01
		1	22.94	22.93	0.00	0.02
HHCP09B	Household composition: live alone	0	84.78	84.59	0.19	0.23
		1	15.22	15.41	-0.19	-1.25
HHCP09C	Household composition: parents or in-laws	0	73.36	73.17	0.19	0.25
		1	26.64	26.83	-0.19	-0.69
HHCP09D	Household composition: spouse or domestic partner	0	65.94	65.69	0.25	0.39
		1	34.06	34.31	-0.25	-0.74
HHCP09X	Household composition: other	0	77.82	78.37	-0.54*	-0.69
		1	22.18	21.64	0.54*	2.50
HOUSE09	Own home or pay rent	0	34.52	34.14	0.38	1.11
		1	19.71	19.81	-0.10	-0.50
		2	45.77	46.05	-0.28	-0.61
INCSPS08	Spouse's earnings from all sources in 2008	1	8.66	8.96	-0.30	-3.35
		2	0.99	1.11	-0.12	-10.65
		3	1.11	0.90	0.21*	23.24
		4	2.00	1.69	0.31*	18.16
		5	5.47	5.66	-0.18	-3.27
		6	6.66	6.71	-0.05	-0.72
		7	8.77	8.87	-0.09	-1.04
		8	18.70	18.83	-0.13	-0.68
		9	28.35	28.68	-0.33	-1.15
		10	19.27	18.59	0.69	3.69
JBEN09A	Employer offers benefits: life insurance	0	38.51	38.96	-0.46	-1.18
		1	61.49	61.04	0.46	0.75
JBEN09B	Employer offers benefits: medical insurance	0	20.91	21.53	-0.63	-2.91
		1	79.09	78.47	0.63	0.80
JBEN09C	Employer offers benefits: retirement benefits	0	30.07	30.47	-0.40	-1.31
		1	69.93	69.53	0.40	0.57

See notes at end of table.

**Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—
Continued**

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
JOBCAR09	Consider current job start of career	0	33.75	34.73	-0.98	-2.82
		1	54.12	53.47	0.65	1.21
		2	12.13	11.80	0.33	2.79
JOB09A	Job description: allows freedom for other interests	0	73.37	73.77	-0.41	-0.55
		1	26.63	26.23	0.41	1.55
JOB09B	Job description: pays the bills	0	15.39	15.55	-0.16	-1.04
		1	84.61	84.45	0.16	0.19
JOB09C	Job description: provides benefits	0	72.69	73.17	-0.47	-0.65
		1	27.31	26.83	0.47	1.76
JOB09D	Job description: provides experience for future	0	75.76	76.47	-0.72	-0.94
		1	24.24	23.53	0.72	3.04
JOB09X	Job description: other	0	81.32	81.09	0.23	0.28
		1	18.68	18.91	-0.23	-1.21
JOB09F	Difficulty in doing job without undergraduate coursework	0	61.56	62.78	-1.22*	-1.94
		1	38.44	37.22	1.22*	3.28
JOBEMP09	Type of employer	1	0.07	0.08	-0.01	-10.03
		2	63.42	63.33	0.10	0.15
		3	11.83	11.75	0.08	0.69
		4	12.42	12.60	-0.18	-1.41
		5	1.29	1.31	-0.02	-1.62
		6	4.49	4.41	0.09	1.97
		7	6.47	6.53	-0.06	-0.88
JOB09S	First job since last enrolled	0	52.69	51.71	0.98	1.90
		1	47.31	48.29	-0.98	-2.03
JOBIND09	Job 2009: type of industry	0	9.62	9.82	-0.20	-2.04
		1	0.89	0.97	-0.08	-8.24
		2	0.66	0.70	-0.04	-5.63
		3	1.20	1.17	0.03	3.00
		4	4.10	3.98	0.12	2.94
		5	4.03	3.98	0.05	1.33
		6	0.66	0.66	0.00	-0.71
		7	10.28	10.53	-0.24	-2.32
		8	2.05	1.87	0.18	9.62
		9	2.92	2.74	0.18	6.61
		10	5.60	5.64	-0.04	-0.77
		11	1.29	1.34	-0.05	-3.87
		12	4.29	4.04	0.25	6.29
		13	0.36	0.38	-0.02	-5.45
		14	5.35	5.14	0.21	4.00
		15	15.76	15.96	-0.20	-1.27
		16	2.38	2.48	-0.11	-4.35

See notes at end of table.

Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—Continued

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
JOBIND09	Job 2009: type of industry—Continued	17	7.65	7.58	0.07	0.98
		18	2.06	1.96	0.10	5.27
		19	14.23	14.65	-0.42	-2.89
		20	1.13	1.10	0.03	2.89
		21	0.32	0.24	0.08*	34.50
		22	1.68	1.50	0.18	11.68
		23	1.51	1.58	-0.07	-4.60
JOBLCG09	License required for current job: general code	1	1.14	1.22	-0.08	-6.76
		2	0.46	0.54	-0.09	-16.05
		3	0.58	0.48	0.11	22.04
		4	1.51	1.87	-0.36	-19.04
		5	0.09	0.15	-0.07	-43.90
		6	2.57	3.81	-1.24*	-32.50
		7	0.39	0.56	-0.18	-31.45
		8	13.82	13.95	-0.13	-0.93
		9	1.55	1.69	-0.14	-8.26
		10	33.38	31.97	1.41	4.42
		11	3.25	2.94	0.31	10.53
		12	0.98	0.87	0.11	13.01
		13	7.87	7.33	0.54	7.42
		14	2.63	2.50	0.13	5.22
		15	1.14	1.07	0.07	6.36
		16	2.34	2.07	0.27	12.86
		17	3.80	3.80	0.00	-0.01
		18	0.51	0.53	-0.02	-3.75
		19	4.48	4.32	0.17	3.88
		20	0.13	0.12	0.01	8.29
		99	17.38	18.21	-0.83	-4.57
JOBLC09	Already hold license or certification	0	9.22	9.62	-0.40	-4.15
		1	90.78	90.38	0.40	0.44
JOBLC09	License required for current job: specific code	1	1.28	1.21	0.06	5.30
		4	0.16	0.16	-0.01	-5.36
		5	0.13	0.16	-0.03	-21.35
		6	0.24	0.23	0.00	0.40
		8	0.11	0.08	0.03	36.26
		9	0.21	0.52	-0.31	-59.30
		11	0.57	0.77	-0.20	-26.06
		12	1.28	1.25	0.03	2.09
		13	0.11	0.35	-0.24	-69.05
		14	0.44	0.38	0.06	15.53
		16	0.08	0.25	-0.17	-67.96
		17	0.04	0.07	-0.03	-46.20
		18	0.40	0.56	-0.15	-27.76
		19	0.56	1.06	-0.50	-47.07
		20	0.48	0.35	0.13	36.26
		21	2.00	2.66	-0.66	-24.85
		22	0.36	0.33	0.03	8.79

See notes at end of table.

**Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—
Continued**

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
JOBLC09	License required for current job: specific code—Continued	24	0.16	0.21	-0.06	-26.54
		25	14.25	14.94	-0.69	-4.62
		26	2.87	2.49	0.37	14.99
		27	0.89	0.77	0.12	16.25
		28	0.21	0.23	-0.03	-10.78
		29	0.05	0.04	0.01	36.26
		30	0.48	0.57	-0.09	-16.47
		31	1.09	0.97	0.12	12.71
		32	0.46	0.43	0.02	5.70
		33	1.39	1.35	0.04	2.63
		34	1.08	1.15	-0.07	-6.00
		35	1.53	1.25	0.28*	22.59
		36	0.29	0.21	0.08	36.26
		37	0.02	0.02	0.01	36.26
		39	12.45	11.00	1.45*	13.17
		40	5.02	5.52	-0.50	-8.99
		42	1.36	1.57	-0.21	-13.45
		43	1.86	1.87	0.00	-0.21
		44	2.93	2.81	0.12	4.28
		47	0.15	0.11	0.04	36.26
		48	16.34	15.47	0.87	5.63
		49	4.19	4.04	0.14	3.58
		52	0.06	0.13	-0.07	-55.51
		53	0.11	0.08	0.03	36.26
		55	8.15	7.44	0.71	9.56
		56	0.00	0.00	0.00*	36.26
		57	0.57	0.46	0.11	23.03
		58	1.16	1.09	0.07	6.63
		59	0.65	0.71	-0.06	-8.39
		60	1.18	1.04	0.14	13.03
		61	2.35	2.36	-0.01	-0.43
		63	2.20	2.51	-0.31	-12.39
		64	0.34	0.35	-0.01	-3.76
		65	0.13	0.16	-0.03	-18.94
		66	0.09	0.07	0.02	36.26
		68	4.67	5.36	-0.68	-12.74
		69	0.16	0.12	0.04	36.26
		72	0.02	0.01	0.01	36.26
		73	0.16	0.16	0.00	-0.10
		74	0.50	0.52	-0.01	-2.57
JOB0CC09	Job 2009: type of occupation	1	8.80	8.90	-0.11	-1.20
		2	5.33	5.12	0.21	4.02
		3	2.99	3.14	-0.16	-4.97
		4	3.10	3.01	0.09	3.13
		5	2.03	1.89	0.14	7.57
		6	2.45	2.58	-0.13	-5.17
		7	0.70	0.75	-0.04	-5.86
		8	8.09	8.03	0.06	0.80
		9	3.23	3.12	0.11	3.47

See notes at end of table.

Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—Continued

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
JOBOCC09	Job 2009: type of occupation—Continued	10	6.49	6.64	-0.15	-2.26
		11	5.16	4.84	0.32	6.68
		12	2.38	2.38	0.00	-0.02
		13	6.09	6.16	-0.07	-1.18
		14	0.88	0.85	0.03	3.06
		15	4.53	4.35	0.18	4.18
		16	9.61	9.93	-0.32	-3.22
		17	14.27	14.40	-0.13	-0.91
		18	0.46	0.45	0.02	4.07
		19	2.41	2.42	-0.01	-0.41
		20	3.39	3.43	-0.05	-1.34
		21	3.88	3.89	-0.01	-0.32
		22	2.82	2.76	0.07	2.42
		23	0.90	0.95	-0.05	-5.24
JOBPS09	Job search assistance from school placement office	0	89.77	90.12	-0.35	-0.39
		1	10.23	9.88	0.35	3.53
JOBR09A	Job responsibilities: hiring or firing decisions	0	83.70	83.83	-0.12	-0.15
		1	16.30	16.17	0.12	0.77
JOBR09B	Job responsibilities: set salaries	0	93.42	93.53	-0.11	-0.11
		1	6.58	6.47	0.11	1.66
JOBR09C	Job responsibilities: supervise others	0	59.63	59.34	0.29	0.49
		1	40.37	40.66	-0.29	-0.72
JOBR09C	Job related to undergraduate coursework	0	60.71	60.40	0.30	0.50
		1	39.29	39.60	-0.30	-0.77
JOBRCT09	Employer required: vocational or technical certificate	0	81.24	80.84	0.40	0.50
		1	18.76	19.16	-0.40	-2.09
JOBRDG09	Employer required: 2-year or 4-year college degree	0	68.10	70.08	-1.98*	-2.82
		1	31.90	29.92	1.98*	6.61
JOBRLC09	Employer required: industry certification or license	0	79.15	79.38	-0.22	-0.28
		1	20.85	20.62	0.22	1.09
JOBRLM09	Job related to undergraduate major	0	34.42	38.01	-3.59*	-9.46
		1	65.58	61.99	3.59*	5.80
JOBS09A	Job satisfaction: fringe benefits	0	33.20	33.47	-0.27	-0.82
		1	66.80	66.53	0.27	0.41
JOBS09B	Job satisfaction: importance and challenge	0	25.79	26.70	-0.91	-3.42
		1	74.21	73.30	0.91	1.24
JOBS09C	Job satisfaction: job security	0	23.53	23.64	-0.11	-0.48
		1	76.47	76.36	0.11	0.15

See notes at end of table.

**Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—
Continued**

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
JOBS09D	Job satisfaction: opportunities for future training and education	0	32.15	32.82	-0.66	-2.03
		1	67.85	67.18	0.66	0.99
JOBS09E	Job satisfaction: opportunities for promotion	0	39.98	40.44	-0.46	-1.14
		1	60.02	59.56	0.46	0.77
JOBS09F	Job satisfaction: opportunities to use education	0	32.78	33.66	-0.88*	-2.63
		1	67.22	66.34	0.88*	1.33
JOBS09G	Job satisfaction: overall	0	22.84	23.63	-0.79	-3.33
		1	77.16	76.37	0.79	1.03
JOBS09H	Job satisfaction: pay	0	40.36	40.91	-0.56	-1.36
		1	59.64	59.09	0.56	0.94
JOBSBE09	Same or similar job before enrolled	0	71.02	69.66	1.36*	1.95
		1	28.98	30.34	-1.36*	-4.47
JOBST09	Currently employed	0	20.63	20.48	0.16	0.76
		1	79.37	79.52	-0.16	-0.20
JOBSWE09	Same or similar job while enrolled	0	59.21	57.60	1.61*	2.80
		1	40.79	42.40	-1.61*	-3.80
JOBUG09	Undergraduate education helped advance career	0	44.32	45.22	-0.89	-1.98
		1	55.68	54.78	0.89	1.63
LNDWI09	Loan debt worthwhile investment	0	21.33	21.05	0.28	1.32
		1	78.67	78.95	-0.28	-0.35
LNHELP09	Anyone helping to repay loans	0	81.51	83.24	-1.73*	-2.08
		1	18.49	16.76	1.73*	10.34
LNIEP09	Loan influenced enrollment plans	0	53.03	53.07	-0.04	-0.08
		1	46.97	46.93	0.04	0.09
LNIN09A	Influence of student loans on enrollment: chose more affordable school	0	79.99	80.40	-0.41	-0.50
		1	20.01	19.60	0.41	2.07
LNIN09B	Influence of student loans on enrollment: enrolled during summer	0	92.92	93.25	-0.33	-0.35
		1	7.08	6.75	0.33	4.90
LNIN09C	Influence of student loans on enrollment: enrolled sooner	0	92.75	92.80	-0.05	-0.05
		1	7.25	7.20	0.05	0.65
LNIN09D	Influence of student loans on enrollment: increased/decreased classes	0	79.29	79.61	-0.32	-0.41
		1	20.71	20.39	0.32	1.59
LNIN09E	Influence of student loans on enrollment: postponed enrollment	0	61.15	61.32	-0.17	-0.28
		1	38.85	38.68	0.17	0.45

See notes at end of table.

Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—Continued

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
LNIN09F	Influence of student loans on enrollment: took terms off	0	77.97	78.62	-0.65	-0.83
		1	22.03	21.38	0.65	3.04
LNIN09X	Influence of student loans on enrollment: other reason	0	64.26	63.95	0.31	0.48
		1	35.74	36.05	-0.31	-0.85
LNTY09A	Type of undergraduate loan: federal	0	18.13	19.52	-1.39*	-7.13
		1	81.87	80.48	1.39*	1.73
LNTY09B	Type of undergraduate loan: private	0	62.51	63.23	-0.72	-1.13
		1	37.49	36.77	0.72	1.95
LNTY09C	Type of undergraduate loan: other	0	94.16	93.87	0.28	0.30
		1	5.84	6.13	-0.28	-4.63
LOCALR09	Residence while enrolled	1	14.57	13.84	0.73*	5.31
		2	61.46	61.28	0.17	0.29
		3	23.97	24.88	-0.91*	-3.66
LOCJOB09	Job on or off campus	1	16.52	15.89	0.62*	3.93
		2	79.61	80.40	-0.79*	-0.98
		3	3.87	3.71	0.16	4.38
MAJ09CHG	Frequency of formal major changes	0	68.78	68.87	-0.09	-0.13
		1	23.75	23.65	0.10	0.42
		2	7.48	7.49	-0.01	-0.11
MAJ09DBL	Earned a double major with degree	0	87.45	87.90	-0.45	-0.51
		1	12.55	12.10	0.45	3.71
MNREA09	Job while enrolled 2009: Main reason for working	1	54.55	55.40	-0.85*	-1.54
		2	11.52	11.59	-0.07	-0.59
		3	17.76	17.08	0.68*	3.97
		4	4.50	4.36	0.14	3.14
		5	7.98	7.72	0.26	3.43
		6	3.69	3.84	-0.16	-4.14
PARDIE09	Parents deceased	0	99.02	98.79	0.22*	0.22
		1	0.98	1.21	-0.22*	-18.37
PRSP09A	Help from parents: no financial support	0	59.80	58.53	1.27*	2.17
		1	40.20	41.47	-1.27*	-3.07
PRSP09B	Help from parents: other educational/living expenses	0	57.72	59.04	-1.33*	-2.25
		1	42.28	40.96	1.33*	3.24
PRSP09C	Help from parents: tuition and fees	0	55.18	56.35	-1.17*	-2.08
		1	44.82	43.65	1.17*	2.68
RELCRS09	Job related to coursework	0	63.48	65.78	-2.30	-3.50
		1	36.52	34.22	2.30	6.72

See notes at end of table.

Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—Continued

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
RELMAJ09	Job related to major	0	57.71	57.79	-0.09	-0.15
		1	42.29	42.21	0.09	0.20
RPYSL09	Currently repaying any undergraduate loans	0	44.61	45.29	-0.69	-1.52
		1	55.39	54.71	0.69	1.26
RSNL5A	Purpose (last school) 2009: earn a degree	0	53.05	54.20	-1.15	-2.12
		1	46.95	45.80	1.15	2.51
RSNL5B	Purpose (last school) 2009: earn credits	0	89.24	88.62	0.62	0.70
		1	10.76	11.38	-0.62	-5.44
RSNL5C	Purpose (last school) 2009: gain job skills	0	65.61	66.42	-0.80	-1.21
		1	34.39	33.59	0.80	2.39
RSNL5D	Purpose (last school) 2009: personal interest	0	83.98	83.60	0.38	0.45
		1	16.02	16.40	-0.38	-2.31
RSNL5E	Purpose (last school) 2009: transfer to 4 yr	0	80.77	81.24	-0.47	-0.57
		1	19.23	18.76	0.47	2.49
RSNL5X	Purpose (last school) 2009: other reason	0	61.93	62.33	-0.40	-0.64
		1	38.07	37.67	0.40	1.06
RSPL09A	Reason for taking out private loan: deferment of loan repayment	0	73.31	73.95	-0.64	-0.87
		1	26.69	26.05	0.64	2.46
RSPL09B	Reason for taking out private loan: did not qualify for other aid	0	80.20	80.88	-0.68	-0.84
		1	19.80	19.12	0.68	3.55
RSPL09C	Reason for taking out private loan: issued directly to student	0	94.97	95.74	-0.77*	-0.80
		1	5.03	4.26	0.77*	18.07
RSPL09D	Reason for taking out private loan: needed more money	0	32.25	33.71	-1.46*	-4.34
		1	67.75	66.29	1.46*	2.21
RSPL09E	Reason for taking out private loan: private loan application easy	0	90.21	90.27	-0.06	-0.07
		1	9.79	9.73	0.06	0.66
RSPL09X	Reason for taking out private loan: other reason	0	84.09	83.30	0.79	0.95
		1	15.91	16.70	-0.79	-4.72
SATMAJ09	Satisfaction with choice of major	0	14.46	14.46	-0.01	-0.07
		1	85.54	85.54	0.01	0.01
SATUG09	Satisfaction with quality of undergraduate education	0	11.45	11.36	0.10	0.84
		1	88.55	88.64	-0.10	-0.11
SEROLE09	Primary role while working	1	77.88	76.88	1.00*	1.30
		2	22.12	23.12	-1.00*	-4.33

See notes at end of table.

Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—Continued

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
SMAR09	Current marital status	1	66.24	64.59	1.64*	2.55
		2	26.00	26.42	-0.42	-1.58
		3	1.74	2.00	-0.26*	-12.90
		4	5.58	6.53	-0.95*	-14.49
		5	0.44	0.46	-0.02	-4.87
SPNM08	Not married to spouse in 2008	0	96.24	96.59	-0.35	-0.37
		1	3.76	3.41	0.35	10.37
SPSED09	Spouse's highest education level	1	4.78	4.67	0.10	2.21
		2	27.42	26.71	0.70	2.64
		3	8.38	8.89	-0.51	-5.68
		4	13.93	13.88	0.05	0.35
		5	10.85	11.15	-0.30	-2.71
		6	8.07	7.98	0.09	1.15
		7	20.26	20.02	0.24	1.20
		8	6.31	6.69	-0.38	-5.67
SPSLN09	Spouse has student loans	0	66.96	67.46	-0.50	-0.74
		1	33.04	32.54	0.50	1.54
SPSLNR09	Spouse's monthly student loan payment: not yet in repayment	0	67.11	67.64	-0.53	-0.78
		1	32.89	32.36	0.53	1.64
TEACH09	Plan on teaching K-12	1	7.70	7.58	0.12	1.62
		2	7.22	7.29	-0.07	-0.99
		3	29.62	29.68	-0.06	-0.19
		4	55.45	55.45	0.01	0.01
TRCRAC09	School accepted transfer credits	0	2.94	3.13	-0.19	-6.15
		1	43.05	43.45	-0.40	-0.93
		2	54.01	53.41	0.60	1.12
TRCREV09	Attempted transfer credits to school	0	55.99	56.66	-0.67	-1.18
		1	44.01	43.34	0.67	1.54
UGEWC09	Undergraduate education worth the cost	0	21.27	21.05	0.22	1.04
		1	78.73	78.95	-0.22	-0.28
UGLV09	Undergraduate level during most recent term	1	25.07	22.98	2.09	9.08
		2	27.64	27.58	0.06	0.22
		3	21.76	24.27	-2.50	-10.32
		4	11.20	11.63	-0.43	-3.71
		5	4.09	4.46	-0.37	-8.21
		6	10.24	9.08	1.16	12.73
UNEMCP09	Receiving unemployment compensation	0	72.63	73.21	-0.58	-0.80
		1	27.37	26.79	0.58	2.18

See notes at end of table.

**Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—
Continued**

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
UNEMPG09	Ever unemployed at least three months since undergraduate graduation	0	73.19	73.03	0.15	0.21
		1	26.81	26.97	-0.15	-0.56
UNEMPL09	Currently looking for a job	0	32.10	32.49	-0.39	-1.21
		1	67.90	67.51	0.39	0.58
UNEMPX09	No employment after undergraduate enrollment	0	85.68	85.86	-0.18	-0.22
		1	14.32	14.14	0.18	1.31
UNTAX09	Received untaxed benefits in 2008	0	90.94	90.80	0.15	0.16
		1	9.06	9.20	-0.15	-1.59
VLT09A	Volunteer type: fundraising (political or non- political)	0	93.68	93.94	-0.25*	-0.27
		1	6.32	6.06	0.25*	4.14
VLT09B	Volunteer type: health services	0	95.44	95.54	-0.09	-0.10
		1	4.56	4.46	0.09	2.11
VLT09C	Volunteer: homeless shelter or soup kitchen	0	95.99	96.01	-0.01	-0.02
		1	4.01	3.99	0.01	0.37
VLT09D	Volunteer type: neighborhood improvement	0	94.59	94.58	0.01	0.01
		1	5.41	5.42	-0.01	-0.12
VLT09E	Volunteer type: other work with kids	0	91.97	92.12	-0.14	-0.16
		1	8.03	7.88	0.14	1.84
VLT09F	Volunteer type: service to the church	0	89.24	89.41	-0.16	-0.18
		1	10.76	10.59	0.16	1.54
VLT09G	Volunteer type: nonprofit organizations	0	91.49	91.51	-0.02	-0.03
		1	8.51	8.49	0.02	0.27
VLT09H	Volunteer type: service to the community	0	95.05	95.15	-0.10	-0.11
		1	4.95	4.85	0.10	2.08
VLT09I	Volunteer type: tutoring or education- related	0	93.26	93.47	-0.21	-0.22
		1	6.74	6.53	0.21	3.19
VLT09X	Volunteer type: other	0	93.66	93.61	0.05	0.06
		1	6.34	6.39	-0.05	-0.86
VLTR09B	Start volunteering because of school- related activity	0	94.07	89.05	5.02*	5.64
		1	5.93	10.95	-5.02*	-45.87
VOTE09	Vote in last presidential election	0	18.68	17.89	0.79*	4.40
		1	81.32	82.11	-0.79*	-0.96
VOTERG09	Registered to vote	0	12.10	10.97	1.13*	10.29
		1	87.90	89.03	-1.13*	-1.27

See notes at end of table.

**Table J-3. Distributions of categorical variables before and after imputation, BPS:04/09: 2009—
Continued**

Variable	Description	Value	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
VOTEVE09	Ever voted in a U.S. election	0	11.21	11.18	0.03	0.28
		1	88.79	88.82	-0.03	-0.04
WRKST09	Work-study job	0	89.54	89.88	-0.34	-0.37
		1	10.46	10.12	0.34	3.32

* $p < .05$.

NOTE: Distributions were computed using the BPS:04/09 study weight. Cases with legitimate skips for the item are not included in the distributions. The difference is computed as the percentage before imputation minus the percentage after imputation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table J-4. Item response rates and nonresponse rates for student-level derived variables from the BPS:04/09 transcript data collection: 2009

Variable	Description	Sample size	Item response rate	Item nonresponse rate
QBHSMY	High school graduation year and month	16,960	22.49	77.51
QDMAJCHG	Major change during first transfer indicator	6,630	23.78	76.22
QD3RDSTP	Length of 3rd stopout	730	27.97	72.03
QEGPAL2N	Less than 2-year private, nonprofit: GPA	100	37.34	62.66
QDMAJSS	Major at sending school for first transfer	6,630	39.89	60.11
QEPSNGPA	Personal, food, and home services occupations GPA	950	53.60	46.40
QEGPAL2P	Less than 2-year public: GPA	340	58.30	41.70
QFCGND	No degree field of study: 2-digit CIP	10,610	60.39	39.61
QFCSND	No degree field of study: 4-digit CIP	10,610	60.39	39.61
QESTTGPA	Student teaching courses: GPA	790	61.18	38.82
QFMJSTEM	STEM field of study: major	16,960	63.61	36.39
QELGPA2F	Less than 2-year private, for-profit: GPA	1,000	65.32	34.68
QEGPALT2	GPA at less-than 2-year institutions	1,340	65.38	34.62
QD2NDSTP	Length of 2nd Stopout	1,480	69.20	30.80
QDMAJRS	Major at receiving school for first transfer	6,630	69.34	30.66
QEPMAGPA	Pre-college level mathematics courses: GPA	6,230	70.47	29.53
QDTRRAT	Successful transfer percentage for first transfer	6,340	71.51	28.49
QDBC2ASC	Elapsed time from bachelor's degree to associate's degree	20	71.54	28.46
QDTCRSS	Total credits taken at origin school for first transfer	6,630	73.87	26.13
QESPTGPA	Sports/PE/recreation GPA	6,030	79.65	20.35
QEINDGPA	Industrial and mechanical technologies and trades occupations GPA	850	83.11	16.89
QEGPAPFP	GPA at private, for profit institutions	2,710	83.16	16.84
QELGLGPA	Business and legal support occupation GPA	3,000	83.34	16.66
QDFA2CRT	Elapsed time from entry to certificate	1,760	83.69	16.31
QEGPAPN2	2-year private, nonprofit: GPA	330	84.21	15.79
QECONGPA	Construction technical and trades occupations GPA	830	84.49	15.51
QEGPACRT	GPA at certificate institution	1,780	85.02	14.98
QEGPAPF2	2-year private, for-profit: GPA	1,010	86.22	13.78
QDTCRRS	Total credits transferred to destination school for first transfer	6,630	86.50	13.50
QEFLGPA	Foreign language courses: GPA	5,700	87.11	12.89
QEEDUGPA	Education courses, excluding student teaching: GPA	2,560	87.27	12.73
QECTHGPA	Computer support and technical occupations GPA	4,100	87.40	12.60
QECLCGPA	Calculus/analytic geometry courses: GPA	3,870	87.85	12.15
QENRSGPA	Nursing studies GPA	1,020	87.97	12.03
QEEGTGPA	Engineering technologies GPA	1,890	88.35	11.65
QEHLTGPA	Allied health GPA	4,700	88.66	11.34
QEYR6GPA	GPA in sixth year of attendance	2,840	88.71	11.29
QECSCGPA	Computer science courses: GPA	7,840	88.75	11.25
QEENVGPA	Environment and natural resources GPA	1,800	89.27	10.73
QEMATGPA	All college-level mathematics courses: GPA	9,720	89.32	10.68
QEMKTGPA	Marketing, sales, retail, and hospitality occupations GPA	3,000	89.42	10.58
QELABGPA	Introductory laboratory science courses: GPA	7,620	89.76	10.24
QENWCGPA	Non-western culture and society GPA	2,170	90.00	10.00

See notes at end of table.

Table J-4. Item response rates and nonresponse rates for student-level derived variables from the BPS:04/09 transcript data collection: 2009—Continued

Variable	Description	Sample size	Item response rate	Item nonresponse rate
QEELCGPA	Electronic and communications technical occupations GPA	1,380	90.03	9.97
QEEGNGPA	Engineering courses: GPA	1,410	90.11	9.89
QEWRTGPA	Writing beyond English composition GPA	4,920	90.12	9.88
QEBUSGPA	Business GPA	6,700	90.29	9.71
QEPRTGPA	Protective services occupations GPA	1,720	90.56	9.44
QD1STSTP	Length of 1st Stopout	4,770	90.59	9.41
QDLNGSTP	Length of greatest stopout	4,770	90.59	9.41
QDTOTSTP	Total elapsed stopout time	4,770	90.59	9.41
QERELGPA	Religious studies and theology GPA	1,450	90.59	9.41
QEITLGPA	International studies excluding arts/humanities/history GPA	3,930	90.86	9.14
QEBIOGPA	Biological/agricultural/envir life science courses: GPA	9,170	91.26	8.74
QECHLGPA	Child, family, and youth studies GPA	3,680	91.44	8.56
QEECN GPA	Economics GPA	5,340	91.52	8.48
QEPSCGPA	Physical science courses: GPA	8,030	91.62	8.38
QEGPAFP4	Private for-profit 4-year institutions: GPA	880	91.81	8.19
QEGPAHBC	GPA at HBCUs	460	91.87	8.13
QDACCREL	Accreditation relationship for first transfer	6,630	91.98	8.02
QEAUCGPA	Advanced western culture and society GPA	8,820	92.11	7.89
QEETHGPA	Ethics GPA	3,300	92.13	7.87
QEMDAGPA	Media studies GPA	3,630	92.13	7.87
QEGPAHSI	GPA at Hispanic-serving institutions (HSI)	1,770	92.16	7.84
QEBWCGPA	Basic western culture and society GPA	9,950	92.22	7.78
QEHISGPA	History GPA	9,130	92.28	7.72
QEALBGPA	Advanced laboratory science courses: GPA	5,250	92.45	7.55
QEGPA2YR	GPA at 2-year institutions	9,410	92.56	7.44
QEMINGPA	Minority, ethnic, women's, and cultural studies GPA	3,950	92.58	7.42
QEGPAPB2	Public 2-year institutions: GPA	8,420	92.63	7.37
QESTMGPA	STEM courses: GPA	15,300	92.65	7.35
QEGPA1SC	GPA at first institution attended	16,950	92.76	7.24
QESTAGPA	Statistics courses in all departments: GPA	5,520	92.91	7.09
QEPSYGPA	Psychology GPA	9,660	93.10	6.90
QDSELREL	Selectivity relationship for first transfer	6,630	93.16	6.84
QESERGPA	Science & engineering courses: GPA	11,680	93.22	6.78
QDPROCHG	Program change during first transfer indicator	6,630	93.23	6.77
QDPRTYPE	Program transfer type for first transfer	6,630	93.23	6.77
QESICGPA	All science courses: GPA	11,540	93.24	6.76
QEFARGPA	Fine arts, including graphic arts and design GPA	8,290	93.46	6.54
QFCGFAS	First Associate's degree field of study: 2-digit CIP	2,020	93.59	6.41
QFCSFAS	First Associate's degree field of study: 4-digit CIP	2,020	93.59	6.41
QFCGLAS	Most recent Associate's degree field of study: 2-digit CIP	2,020	93.60	6.40
QFCSLAS	Most recent Associate's degree field of study: 4-digit CIP	2,020	93.60	6.40
QDCT2ASC	Elapsed time from certificate to associate's degree	130	93.73	6.27
QEHUMGPA	Humanities GPA	14,030	94.22	5.78
QEGPALSC	GPA at last institution attended	16,950	94.51	5.49

See notes at end of table.

Table J-4. Item response rates and nonresponse rates for student-level derived variables from the BPS:04/09 transcript data collection: 2009—Continued

Variable	Description	Sample size	Item response rate	Item nonresponse rate
QFMNSTEM	STEM field of study: minor	16,960	94.52	5.48
QEYR5GPA	GPA in fifth year of attendance	5,310	94.53	5.47
QEGPAMAN	GPA at institution with greatest number of credits earned	16,950	94.65	5.35
QEGPAPNP	GPA at private, nonprofit institutions	4,740	94.76	5.24
QDSCHCMB	Institution combination	6,630	94.88	5.12
QEGPAPN4	Private nonprofit 4-year institutions: GPA	4,450	94.96	5.04
QE1TO6RN	First, second, third, fourth, fifth, and sixth years combined: credits earned	16,960	95.02	4.98
QDCTLCHG	Control relationship between schools for first transfer	6,630	95.03	4.97
QDLVLCHG	Level relationship between schools for first transfer	6,630	95.03	4.97
QDTRSDIR	Type of transfer for first transfer	6,630	95.03	4.97
QFCT1MY	Date of first certificate earned	1,760	95.18	4.82
QFCTLMY	Date of most recent certificate	1,760	95.18	4.82
QEYR2GPA	GPA in second year of attendance	12,560	95.22	4.78
QDFA2AW1	Elapsed time from entry to first award	8,970	95.37	4.63
QEYR1GPA	GPA in first year of attendance	16,310	95.46	4.54
QE12345N	First, second, third, fourth, and fifth yrs combined: credits earned	16,960	95.50	4.50
QESUMRAT	Summer terms: ratio of credits earned to total	16,960	95.55	4.45
QECTERAT	Ratio of CTE credits to total credits	16,960	95.63	4.37
QE1234EN	First, second, third, and fourth years combined: credits earned	16,960	95.65	4.35
QDCT2BCH	Elapsed time from certificate to bachelor's degree	50	95.65	4.35
QE1STSTM	First year enrollment: STEM credits earned	16,960	95.68	4.32
QESABRAT	Study abroad: ratio of credits earned to total	16,960	95.69	4.31
QE123ERN	First, second and third years combined: credits earned	16,960	95.72	4.28
QEGPAALL	GPA at all institutions attended	16,950	95.73	4.27
QESSCGPA	Social sciences GPA	13,060	95.83	4.17
QE12ERN	First and second years combined: credits earned	16,960	95.85	4.15
QE2NDSTM	Second year enrollment: STEM credits earned	16,960	96.01	3.99
QEYR3GPA	GPA in third year of attendance	10,540	96.05	3.95
QEGPAPUB	GPA at public institutions	12,560	96.16	3.84
QEAVERGN	Per-year average: credits earned	16,960	96.24	3.76
QE1STERN	First year enrollment: credits earned	16,960	96.27	3.73
QE3RDSTM	Third year enrollment: STEM credits earned	16,960	96.27	3.73
QEYR4GPA	GPA in fourth year of attendance	9,250	96.29	3.71
QE6THSTM	Sixth year and beyond enrollment: STEM credits earned	16,960	96.31	3.69
QE4THSTM	Fourth year enrollment: STEM credits earned	16,960	96.40	3.60
QE5THSTM	Fifth year enrollment: STEM credits earned	16,960	96.47	3.53
QDFA2ASC	Elapsed time from entry to associate's degree	2,020	96.63	3.37
QE2NDERN	Second year enrollment: credits earned	16,960	96.84	3.16
QDFEUGMY	First date enrolled as an undergraduate	16,960	96.95	3.05
QE6THERN	Sixth year and beyond enrollment: credits earned	16,960	96.99	3.01
QDAS2CRT	Elapsed time from associate's degree to certificate	50	97.08	2.92
QFCGLCT	Most recent Certificate's degree field of study: 2-digit CIP	1,760	97.16	2.84
QFCSLCT	Most recent Certificate's degree field of study: 4-digit CIP	1,760	97.16	2.84
QE3RDERN	Third year enrollment: credits earned	16,960	97.16	2.84

See notes at end of table.

Table J-4. Item response rates and nonresponse rates for student-level derived variables from the BPS:04/09 transcript data collection: 2009—Continued

Variable	Description	Sample size	Item response rate	Item nonresponse rate
QEGPAPB4	Public 4-year institutions: GPA	6,770	97.21	2.79
QDGT4STP	Count of stopouts longer than 4 months	16,960	97.21	2.79
QDGT5STP	Count of stopouts longer than 5 months	16,960	97.21	2.79
QDOVRLAP	Indicator for ever co-enrolled	16,960	97.21	2.79
QFCGFCT	First Certificate's degree field of study: 2-digit CIP	1,760	97.25	2.75
QFCSFCT	First Certificate's degree field of study: 4-digit CIP	1,760	97.25	2.75
QE4THERN	Fourth year enrollment: credits earned	16,960	97.28	2.72
QEPSEERAT	Postsecondary career: ratio of credits earned to attempted	16,960	97.28	2.72
QE5THERN	Fifth year enrollment: credits earned	16,960	97.31	2.69
QDLEUGMY	Last date enrolled as an undergraduate	16,960	97.46	2.54
QDENROLL	Seventy-two month enrollment indicator string (July 2003 - June 2009)	16,960	97.50	2.50
QDFAEVMY	First attended ever month/year	16,960	97.50	2.50
QDLEYEAR	Last year of enrollment	16,960	97.50	2.50
QDTOTMON	Total months enrolled	16,960	97.50	2.50
QEPSEERN	Postsecondary career: credits earned	16,960	97.57	2.43
QEGPA4YR	GPA at 4-year institutions	10,710	97.58	2.42
QEGPAASC	GPA at associate's degree institution	2,070	97.59	2.41
QDEN2009	Enrolled in 2009	16,960	97.68	2.32
QFAS1MY	Date of first associate's degree earned	2,020	98.05	1.95
QFASLMY	Date of most recent associate's degree	2,020	98.05	1.95
QENCTGPA	Non-career and technical education courses: GPA	10,480	98.30	1.70
QENSTGPA	Non-STEM courses: GPA	16,860	98.41	1.59
QENSTERN	Non-STEM courses: credits earned	16,960	98.46	1.54
QENSEERN	Non-science & engineering courses: credits earned	16,960	98.47	1.53
QECTERN	Career and technical education courses: credits earned	16,960	98.51	1.49
QENSEGPA	Non-science & engineering courses: GPA	16,940	98.54	1.46
QEPFPERN	Private, for profit institutions - credits earned	16,960	98.63	1.37
QENSTATT	Non-STEM courses: credits attempted	16,960	98.67	1.33
QEPMAERN	Pre-college level mathematics courses: Credits Earned	16,960	98.68	1.32
QENCTERN	Non-career and technical education courses: credits earned	16,960	98.68	1.32
QENSEATT	Non-science & engineering courses: credits attempted	16,960	98.70	1.30
QECTEATT	Career and technical education courses: credits attempted	16,960	98.70	1.30
QEPSEATT	Postsecondary career: credits attempted	16,960	98.70	1.30
QBTLNCCR	Total non-course credits	16,960	98.73	1.27
QEPFPATT	Private for-profit institutions: credits attempted	16,960	98.78	1.22
QDAS2BCH	Elapsed time from associate's to bachelor's degree	450	98.78	1.22
QESTMERN	STEM courses: credits earned	16,960	98.80	1.20
QELT2ERN	LT-2-yr institutions: credits earned	16,960	98.84	1.16
QEPSNERN	Personal, food, and home services occupations credits earned	16,960	98.86	1.14
QEGPABCH	GPA at bachelor's degree institution	5,860	98.91	1.09
QESTMATT	STEM courses: credits attempted	16,960	98.93	1.07
QELT2ATT	LT-2-yr institutions: credits attempted	16,960	98.93	1.07
QENCTATT	Non-career and technical education courses: credits attempted	16,960	98.94	1.06
QEMKTERN	Marketing, sales, retail, and hospitality occupations credits earned	16,960	98.97	1.03

See notes at end of table.

Table J-4. Item response rates and nonresponse rates for student-level derived variables from the BPS:04/09 transcript data collection: 2009—Continued

Variable	Description	Sample size	Item response rate	Item nonresponse rate
QEL2FPRN	Less than 2-year private, for-profit: credits earned	16,960	98.99	1.01
QE2YRERN	Credits earned at 2-year institutions	16,960	99.00	1.00
QESCIERN	All science courses: credits earned	16,960	99.03	0.97
QESERERN	Science & engineering courses: credits earned	16,960	99.04	0.96
QEL2FPAT	Less than 2-year private, for-profit: credits attempted	16,960	99.04	0.96
QESCIATT	All science courses: credits attempted	16,960	99.11	0.89
QESERATT	Science & engineering courses: credits attempted	16,960	99.11	0.89
QE2YRATT	Credits attempted at 2-YR institutions (all)	16,960	99.13	0.87
QDFA2BCH	Elapsed time from entry to bachelor's degree	5,820	99.14	0.86
QFNPBAMY	Date bachelor's degree received at NPSAS institution	4,460	99.14	0.86
QF11LBAC	Most recent Bachelor's degree field of study: 11 category	5,820	99.15	0.85
QF23LBAC	Most recent Bachelor's degree field of study: 23 category	5,820	99.15	0.85
QFCGLBA	Most recent Bachelor's degree field of study: 2-digit CIP	5,820	99.15	0.85
QFCSLBA	Most recent Bachelor's degree field of study: 4-digit CIP	5,820	99.15	0.85
QFBA1MY	Date of first bachelor's degree earned	5,820	99.17	0.83
QFBALMY	Date of most recent bachelor's degree	5,820	99.17	0.83
QEPSCERN	Physical science courses: credits earned	16,960	99.18	0.82
QF11FBAC	First Bachelor's degree field of study: 11 category	5,820	99.18	0.82
QF23FBAC	First Bachelor's degree field of study: 23 category	5,820	99.18	0.82
QFCGFBA	First Bachelor's degree field of study: 2-digit CIP	5,820	99.18	0.82
QFCSFBA	First Bachelor's degree field of study: 4-digit CIP	5,820	99.18	0.82
QEBIOERN	Biological/agricultural/envir life science courses: credits earned	16,960	99.21	0.79
QEPSCATT	Physical science courses: credits attempted	16,960	99.22	0.78
QEPUB2RN	Public 2-year institutions: credits earned	16,960	99.26	0.74
QEMATERN	All college-level mathematics courses: credits earned	16,960	99.27	0.73
QEHILTERN	Allied health credits earned	16,960	99.29	0.71
QELABERN	Introductory laboratory science courses: credits earned	16,960	99.30	0.70
QEBIOATT	Biological/agricultural/envir life science courses: credits attempted	16,960	99.30	0.70
QEPUB2AT	Public 2-year institutions: credits attempted	16,960	99.31	0.69
QELABATT	Introductory laboratory science courses: credits attempted	16,960	99.34	0.66
QBOTEXCR	Credit by other examination	16,960	99.35	0.65
QEMATATT	All college-level mathematics courses: credits attempted	16,960	99.38	0.62
QEBWCERN	Basic western culture and society credits earned	16,960	99.38	0.62
QEALBERN	Advanced laboratory science courses: credits earned	16,960	99.39	0.61
QEALBATT	Advanced laboratory science courses: credits attempted	16,960	99.41	0.59
QEBUSERN	Business credits earned	16,960	99.41	0.59
QEHUMERN	Humanities credits earned	16,960	99.42	0.58
QECSCERN	Computer science courses: credits earned	16,960	99.46	0.54
QEPSYERN	Psychology credits earned	16,960	99.48	0.52
QEPUBERN	Public institutions - credits earned	16,960	99.49	0.51
QESSCERN	Social sciences credits earned	16,960	99.53	0.47
QECSCATT	Computer science courses: credits attempted	16,960	99.53	0.47
QELGLERN	Business and legal support occupations credits earned	16,960	99.54	0.46
QBTLAPCR	Total AP credits awarded by institution	16,960	99.55	0.45

See notes at end of table.

Table J-4. Item response rates and nonresponse rates for student-level derived variables from the BPS:04/09 transcript data collection: 2009—Continued

Variable	Description	Sample size	Item response rate	Item nonresponse rate
QEFLERN	Foreign language courses: credits earned	16,960	99.55	0.45
QEAWCERN	Advanced western culture and society credits earned	16,960	99.55	0.45
QESUMERN	Summer terms: credits earned	16,960	99.56	0.44
QEHISERN	History credits earned	16,960	99.56	0.44
QESUMATT	Summer terms: credits attempted	16,960	99.58	0.42
QEPF2ERN	2-year private, for-profit: credits earned	16,960	99.58	0.42
QEETHERN	Ethics credits earned	16,960	99.58	0.42
QEPUBATT	Public institutions - credits attempted	16,960	99.59	0.41
QEWRTERN	Writing beyond English composition credits earned	16,960	99.59	0.41
QEFLATT	Foreign language courses: credits attempted	16,960	99.59	0.41
QEPNPATT	Private, nonprofit institutions - credits attempted	16,960	99.61	0.39
QEPF2ATT	2-year private, for-profit: credits attempted	16,960	99.61	0.39
QE4YRERN	4-year institutions (all): credits earned	16,960	99.64	0.36
QEPNPERN	Private, nonprofit institutions - credits earned	16,960	99.64	0.36
QEFARERN	Fine arts, including graphic arts and design credits earned	16,960	99.64	0.36
QEITLERN	International studies excl arts/humanities/history credits earned	16,960	99.66	0.34
QESPTERN	Sports/PE/recreation credits earned	16,960	99.67	0.33
QE4YRATT	4-year institutions (all): credits attempted	16,960	99.67	0.33
QECTHERN	Computer support and technical occupations credits earned	16,960	99.67	0.33
QEPNP4AT	Private nonprofit 4-year institutions: credits attempted	16,960	99.67	0.33
QESTAERN	Statistics courses in all departments: credits earned	16,960	99.68	0.32
QEECNERN	Economics credits earned	16,960	99.68	0.32
QESTTATT	Student teaching courses: credits attempted	16,960	99.69	0.31
QESTTERN	Student teaching courses: credits earned	16,960	99.69	0.31
QESTAATT	Statistics courses in all departments: credits attempted	16,960	99.70	0.30
QEPNP4ERN	Private nonprofit 4-year institutions: credits earned	16,960	99.70	0.30
QBNMMLCR	Military training/experience course credit	16,960	99.71	0.29
QECLCERN	Calculus/analytic geometry courses: credits earned	16,960	99.71	0.29
QEEDUATT	Education courses, excluding student teaching: credits attempted	16,960	99.72	0.28
QEEDUERN	Education courses, excluding student teaching: credits earned	16,960	99.72	0.28
QESABERN	Study abroad: credits earned	16,960	99.72	0.28
QEMDAERN	Media studies credits earned	16,960	99.73	0.27
QECONERN	Construction technical and trades occupations credits earned	16,960	99.73	0.27
QECRDWDR	Credits withdrawn	16,960	99.73	0.27
QECTEGPA	Career and technical education courses: GPA	7,550	99.74	0.26
QBNMNCCR	Other non-course avenues course credit	16,960	99.74	0.26
QECHLERN	Child, family, and youth studies credits earned	16,960	99.74	0.26
QENRSERN	Credits in nursing courses	16,960	99.75	0.25
QEEGTERN	Engineering technologies credits earned	16,960	99.75	0.25
QEPRTERN	Protective services occupations credits earned	16,960	99.75	0.25
QEFP4ERN	Private for-profit 4-year institutions: credits earned	16,960	99.75	0.25
QECLCATT	Calculus/analytic geometry courses: credits attempted	16,960	99.75	0.25
QEMINERN	Minority, ethnic, women's, and cultural studies credits earned	16,960	99.76	0.24
QENWCERN	Non-western culture and society credits earned	16,960	99.77	0.23

See notes at end of table.

Table J-4. Item response rates and nonresponse rates for student-level derived variables from the BPS:04/09 transcript data collection: 2009—Continued

Variable	Description	Sample size	Item response rate	Item nonresponse rate
QEINDERN	Industrial and mechanical technologies and trades occupations credits earned	16,960	99.78	0.22
QDBC2CRT	Elapsed time from bachelor's degree to certificate	20	99.78	0.22
QEL2PERN	Less than 2-year public: credits earned	16,960	99.78	0.22
QEENVERN	Environment and natural resources credits earned	16,960	99.81	0.19
QEF4ATT	Private for-profit 4-year institutions: credits attempted	16,960	99.81	0.19
QEL2NPAT	Less than 2-year private, nonprofit: credits attempted	16,960	99.81	0.19
QEL2NPRN	Less than 2-year private, nonprofit: credits earned	16,960	99.81	0.19
QEPUB4RN	Public 4-year institutions: credits earned	16,960	99.81	0.19
QEL2PATT	Less than 2-year public: credits attempted	16,960	99.82	0.18
QERELERN	Religious studies and theology credits earned	16,960	99.83	0.17
QEPUB4AT	Public 4-year institutions: credits attempted	16,960	99.83	0.17
QEELCERN	Electronic and communications technical occupations credits earned	16,960	99.83	0.17
QEEGNERN	Engineering courses: credits earned	16,960	99.84	0.16
QEEGNATT	Engineering courses: credits attempted	16,960	99.84	0.16
QBNMCPCR	College level examination program course credit	16,960	99.85	0.15
QBBIOCR	AP Biology credit awarded by institution	16,960	99.85	0.15
QBNMWKCR	Work experience course credit	16,960	99.85	0.15
QBCHMCRD	AP Chemistry credit awarded by institution	16,960	99.85	0.15
QEREMRAT	Ratio of remedial courses to all courses	16,960	99.86	0.14
QERPRAT	Ratio of courses repeated to courses attempted	16,960	99.86	0.14
QEWDRAT	Ratio of courses withdrawn to courses attempted	16,960	99.86	0.14
QEWTRAT	Ratio of withdraw/repeats to all courses	16,960	99.86	0.14
QEPN2ATT	2-year private, nonprofit: credits attempted	16,960	99.86	0.14
QBNMIBCR	International baccalaureate course credit	16,960	99.86	0.14
QEPN2ERN	2-year private, nonprofit: credits earned	16,960	99.86	0.14
QBPHYCRD	AP Physics credit awarded by institution	16,960	99.87	0.13
QBCSCCRD	AP Computer Science credit awarded by institution	16,960	99.87	0.13
QBMTHCRD	AP Math credit awarded by institution	16,960	99.87	0.13
QEALBNUM	Advanced laboratory science courses: number taken	16,960	99.87	0.13
QEBIONUM	Biological/agricultural/envir life science courses: number taken	16,960	99.87	0.13
QECLCNUM	Calculus/analytic geometry courses: number taken	16,960	99.87	0.13
QECOPTOT	Total number of co-op or internship courses	16,960	99.87	0.13
QECRDRPT	Credits repeated	16,960	99.87	0.13
QECRSWDR	Number of courses with withdrawals	16,960	99.87	0.13
QECRSWRT	Number of courses with withdraw or repeat grades	16,960	99.87	0.13
QECSCNUM	Computer science courses: number taken	16,960	99.87	0.13
QECTENUM	Career and technical education courses: number taken	16,960	99.87	0.13
QEEDUNUM	Education courses, excluding student teaching: number taken	16,960	99.87	0.13
QEEGNNUM	Engineering courses: number taken	16,960	99.87	0.13
QEENGR	Remedial English courses: number taken	16,960	99.87	0.13
QEESL	English as a second language courses: number taken	16,960	99.87	0.13
QEFLNUM	Foreign language courses: number taken	16,960	99.87	0.13
QELABNUM	Introductory laboratory science courses: number taken	16,960	99.87	0.13
QEMATHR	Remedial mathematics courses: number taken	16,960	99.87	0.13

See notes at end of table.

Table J-4. Item response rates and nonresponse rates for student-level derived variables from the BPS:04/09 transcript data collection: 2009—Continued

Variable	Description	Sample size	Item response rate	Item nonresponse rate
QEMATNUM	All college-level mathematics courses: number taken	16,960	99.87	0.13
QENCTNUM	Non-career and technical education courses: number taken	16,960	99.87	0.13
QENSENUM	Non-science & engineering courses: number taken	16,960	99.87	0.13
QENSTNUM	Non-STEM courses: number taken	16,960	99.87	0.13
QEOTHERR	Remedial courses, not English, reading, or math: number taken	16,960	99.87	0.13
QEPASENR	Remedial English courses: number passed	16,960	99.87	0.13
QEPASESL	English as a second language courses: number passed	16,960	99.87	0.13
QEPASMAR	Remedial mathematics courses: number passed	16,960	99.87	0.13
QEPASOTR	Remedial courses, not English, reading, or math: number passed	16,960	99.87	0.13
QEPASR	Remedial courses: number passed	16,960	99.87	0.13
QEPASRER	Remedial reading courses: number passed	16,960	99.87	0.13
QEPSCNUM	Physical science courses: number taken	16,960	99.87	0.13
QEREADR	Remedial reading courses: number taken	16,960	99.87	0.13
QERPTENR	Remedial English courses: number repeated	16,960	99.87	0.13
QERPTESL	English as a second language courses: number repeated	16,960	99.87	0.13
QERPTMAR	Remedial mathematics courses: number repeated	16,960	99.87	0.13
QERPTOTR	Remedial courses, not English, reading, or math: number repeated	16,960	99.87	0.13
QERPTR	Remedial courses: number repeated	16,960	99.87	0.13
QERPTRER	Remedial reading courses: number repeated	16,960	99.87	0.13
QESCIUM	All science courses: number taken	16,960	99.87	0.13
QESERNUM	Science & engineering courses: number taken	16,960	99.87	0.13
QESTANUM	Statistics courses in all departments: number taken	16,960	99.87	0.13
QESTMNUM	STEM courses: number taken	16,960	99.87	0.13
QESTTNUM	Student teaching courses: number taken	16,960	99.87	0.13
QETCSRPT	Number of courses with repeats	16,960	99.87	0.13
QETOTR	Remedial courses: number taken	16,960	99.87	0.13
QEUGCRS	Total number of undergraduate courses	16,960	99.87	0.13
QFSEQAWD	Sequence of awards	8,820	99.96	0.04
QATRPTBS	Number of transcripts only indicating basic skills courses	16,960	99.96	0.04
QATRPTER	Number of transcripts entered	16,960	100.00	#
QATRPTMS	Total missing transcripts	16,960	100.00	#
QATRPTRQ	Total transcripts requested	16,960	100.00	#
QC2PRVFP	Number of private, for-profit, 2-year institutions attended	16,960	100.00	#
QC2PVNP	Number of private, nonprofit, 2-year institutions attended	16,960	100.00	#
QC2YRPUB	Number of public, 2-year institutions attended	16,960	100.00	#
QC2YRTOT	Number of 2-year institutions attended	16,960	100.00	#
QC4PRVFP	Number of private, for-profit, 4-year institutions attended	16,960	100.00	#
QC4PVNP	Number of private, nonprofit, 4-year institutions attended	16,960	100.00	#
QC4YRPUB	Number of public, 4-year institutions attended	16,960	100.00	#
QC4YRTOT	Number of 4-year institutions attended	16,960	100.00	#
QCHBCEVR	Ever attended an HBCU institution	16,960	100.00	#
QCHBCTOT	Number of historically black colleges or universities attended	16,960	100.00	#
QCHSIEVR	Ever attended a Hispanic serving institution	16,960	100.00	#
QCHSITOT	Number of Hispanic-serving institutions attended	16,960	100.00	#

See notes at end of table.

Table J-4. Item response rates and nonresponse rates for student-level derived variables from the BPS:04/09 transcript data collection: 2009—Continued

Variable	Description	Sample size	Item response rate	Item nonresponse rate
QCLT2PUB	Number of public, less-than-2-year institutions attended	16,960	100.00	#
QCLT2TOT	Number of less-than-2-year institutions attended	16,960	100.00	#
QCLT2VFP	Number of private, for-profit, less-than-2-year institutions attended	16,960	100.00	#
QCLT2VNP	Number of private, nonprofit, 2-year institutions attended	16,960	100.00	#
QDSCHTOT	Total known schools attended	16,960	100.00	#
QDSEC9RS	Sector at receiving school for first transfer	6,630	100.00	#
QDSEC9SS	Sector at sending school for first transfer	6,330	100.00	#
QDTRSANY	Transfer success indicator for first transfer	6,630	100.00	#
QFANYDEG	Any degree attained	16,960	100.00	#
QFHDGHON	Highest degree attained was with honors	8,940	100.00	#
QFHGHDEG	Highest degree attained	8,940	100.00	#

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. The sample size column contains the number of cases who may have been eligible to respond to the item. For items that are within a gate question, the sample size includes cases who did not respond to the gate question.

The item response rates and nonresponse rates were computed using the BPS:04/09 student transcript analysis weight. The response rate is computed as the number of cases who responded to the item and did not have a legitimate skip for the item divided by the number of cases who did not have a legitimate skip for the item.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Appendix K

Analysis Variables

Table K-1. Main study analysis variables: 2009

Variable name	Prefix	Variable label
ACAD04A	Education_Experiences	Academic 2004: graduate student instructors
ACAD04B	Education_Experiences	Academic 2004: essay exams
ACAD04C	Education_Experiences	Academic 2004: large classes
ACAD04D	Education_Experiences	Academic 2004: wrote papers for courses
ACAINX04	Education_Experiences	Academic integration index 2004
ACAINX06	Education_Experiences	Academic integration index 2006
ACG1	Education_High School	ACG curriculum eligibility 2003-04
ACPT04	Education_Reasons_School Choice	Number of schools accepted 2004
ACPTF04	Education_Reasons_School Choice	First choice school accepted 2004
ADMCON1	Institution_Requirements	High school GPA 2003-04 used for admissions
ADMCON2	Institution_Requirements	High school rank 2003-04 used for admissions
ADMCON3	Institution_Requirements	High school record 2003-04 used for admissions
ADMCON4	Institution_Requirements	Completion of college prep program 2003-04 used for admissions
ADMCON5	Institution_Requirements	Recommendations 2003-04 used for admissions
ADMCON6	Institution_Requirements	Formal demonstration of competencies 2003-04 used for admissions
ADMCON7	Institution_Requirements	Admission test scores 2003-04 used for admissions
ADMCON8	Institution_Requirements	TOEFL 2003-04 used for admissions
AFFORD06	Employment_While Enrolled	Job while enrolled 2006: Afford school without working
AFFORD09	Employment_While Enrolled	Job while enrolled 2009: Afford school without working
AGE	Background_Demographics	Age first year enrolled
AGEGROUP	Background_Demographics	Age groups as of 12/31/03
AIDAPP	Aid_Application	Applied for any aid 2003-04
AIDCST	Aid_Ratio	Ratio of total aid to student budget 2003-04
AIDSNEED	Aid_Need	Aid amount exceeding federal need 2003-04
AIDSRC	Aid_Package	Aid package by source of aid 2003-04
AIDTYPE	Aid_Package	Aid package by type of aid 2003-04
APPDATE	Aid_Application	Application receipt date 2003-04
APPS04	Education_Reasons_School Choice	Number of schools applied 2004
AT1DEN6Y	Degree attainment_First	First degree months enrolled through 2009
AT1DIP6Y	Degree attainment_First	First degree intensity pattern through 2009
AT1DM6Y	Degree attainment_First	First degree months elapsed through 2009
AT1DT3Y	Degree attainment_First	First degree date attained through 2006
AT1DT6Y	Degree attainment_First	First degree date attained through 2009
AT1TY3Y	Degree attainment_First	First degree type attained through 2006
AT1TY6Y	Degree attainment_First	First degree type attained through 2009
ATAADT3Y	Degree attainment_First	First associate's degree date attained through 2006
ATAADT6Y	Degree attainment_First	First associate's degree date attained through 2009
ATAAEN6Y	Degree attainment_First	First associate's degree months enrolled through 2009
ATAAM6Y	Degree attainment_First	First associate's degree months elapsed through 2009
ATAANU3Y	Education_Attainment	Number of associate's degree attained through 2006
ATAANU6Y	Education_Attainment	Number of associate's degree attained through 2009
ATAGE6Y	Degree attainment	Age when first attained through 2009
ATBADT3Y	Degree attainment_First	First bachelor's degree date attained through 2006
ATBADT6Y	Degree attainment_First	First bachelor's degree date attained through 2009
ATBAEN6Y	Degree attainment_First	First bachelor's degree months enrolled through 2009

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
ATBAFI6Y	Education_Attainment	Bachelor's degree attainment at first institution through 2009
ATBAFM6Y	Education_Attainment	Bachelor's degree at first institution months elapsed thru 2009
ATBAM6Y	Degree attainment_First	First bachelor's degree months elapsed through 2009
ATBANU3Y	Education_Attainment	Number of bachelor's degree attained through 2006
ATBANU6Y	Education_Attainment	Number of bachelor's degree attained through 2009
ATCTDT3Y	Degree attainment_First	First certificate date attained through 2006
ATCTDT6Y	Degree attainment_First	First certificate date attained through 2009
ATCTEN6Y	Degree attainment_First	First certificate months enrolled through 2009
ATCTM6Y	Degree attainment_First	First certificate months elapsed through 2009
ATCTNU3Y	Education_Attainment	Number of certificates attained through 2006
ATCTNU6Y	Education_Attainment	Number of certificates attained through 2009
ATDEG1	Education_Attainment	Attained degree during 2003-04
ATDEG2	Education_Attainment	Attained degree during 2004-05
ATDEG3	Education_Attainment	Attained degree during 2005-06
ATDEG3Y	Education_Attainment	First year attained degree through 2006
ATDEG4	Education_Attainment	Attained degree during 2006-07
ATDEG5	Education_Attainment	Attained degree during 2007-08
ATDEG6	Education_Attainment	Attained degree during 2008-09
ATDEG6Y	Education_Attainment	First year attained degree through 2009
ATHDEN6Y	Education_Attainment	Highest degree months enrolled through 2009
ATHDM6Y	Education_Attainment	Highest degree months elapsed through 2009
ATHDT3Y	Education_Attainment	Highest degree date attained through 2006
ATHDT6Y	Education_Attainment	Highest degree date attained through 2009
ATHDTF3Y	Education_Attainment	Highest degree date attained at first institution through 2006
ATHDTF6Y	Education_Attainment	Highest degree date attained at first institution through 2009
ATHTY3Y	Education_Attainment	Highest degree attained anywhere through 2006
ATHTY6Y	Education_Attainment	Highest degree attained anywhere through 2009
ATHTYF3Y	Education_Attainment	Highest degree attained at first institution through 2006
ATHTYF6Y	Education_Attainment	Highest degree attained at first institution through 2009
ATLDT3Y	Education_Attainment	Last degree date attained through 2006
ATLDT6Y	Education_Attainment	Last degree date attained through 2009
ATLTY3Y	Education_Attainment	Last degree type attained through 2006
ATLTY6Y	Education_Attainment	Last degree type attained through 2009
ATNUM3Y	Education_Attainment	Number of total degrees attained through 2006
ATNUM6Y	Education_Attainment	Number of total degrees attained through 2009
ATTEND	Education_Attendance	NPSAS: Attendance intensity in fall 2003-04
ATTEND2	Education_Attendance	NPSAS: Attendance intensity in fall (half time) 2003-04
ATTENDA	Education_Reasons	Reason enrolled 2004: Complete associate's degree
ATTENDB	Education_Reasons	Reason enrolled 2004: Complete certificate
ATTENDC	Education_Reasons	Reason enrolled 2004: Job skills
ATTENDD	Education_Reasons	Reason enrolled 2004: Personal interest
ATTENDE	Education_Reasons	Reason enrolled 2004: Transfer to a 2-year college
ATTENDF	Education_Reasons	Reason enrolled 2004: Transfer to a 4-year college
ATTENDG	Education_Reasons	Reason enrolled 2004: Transfer to another college
ATTENDN	Education_Reasons	Reason enrolled 2004: Number of reasons enrolled
ATTNPT	Education_Attendance	NPSAS: Attendance intensity (half time) 2003-04
ATTNPTRN	Education_Attendance	NPSAS: Attendance intensity 2003-04
ATTNSTAT	Education_Attendance	NPSAS: Attendance pattern first year

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
ATTYPE3Y	Education_Attainment	Degree types attained through 2006
ATTYPE6Y	Education_Attainment	Degree types attained through 2009
BUDGETAJ	Institution_Price	Price of attendance 2003-04
BUDNONAJ	Institution_Price	Price: Non tuition expense budget 2003-04
CAGI	Finances_Income	Adjusted Gross Income (AGI) 2003-04
CALSYS	Institution_Characteristics	Academic calendar system 2003-04
CAMPAMT	Aid_Federal	Federal campus based aid 2003-04
CARAMT06	Finances_Debt	Monthly car loan payment 2006
CARAMT09	Finances_Debt	Monthly car loan payment 2009
CARLN06	Finances_Debt	Have a car loan 2006
CARLN09	Finances_Debt	Have a car loan 2009
CC2000	Institution_Type	Carnegie code (2000) of institution 2003-04
CC2000A	Institution_Type	Carnegie code (2000) with control 2003-04
CC2005B	Institution_Type	Carnegie: Basic classification 2003-04
CC2005C	Institution_Type	Carnegie: Basic classification collapsed 2003-04
CC2005E	Institution_Type	Carnegie: Enrollment profile 2003-04
CC2005G	Institution_Type	Carnegie: Graduate instructional program 2003-04
CC2005P	Institution_Type	Carnegie: Undergraduate instructional program 2003-04
CC2005S	Institution_Type	Carnegie: Size and setting 2003-04
CC2005U	Institution_Type	Carnegie: Undergraduate profile 2003-04
CCSTAT3Y	Education_Persistence	Community college student 3-year retention and attainment 2006
CCSTAT6Y	Degree attainment	Community college student 6-year retention and attainment 2009
CCTRACK	Education_Attendance	Community college track
CINCMP06	Education_Performance	Ever received an incomplete 2006
CINCOME	Finances_Income	Income: Parents and independent (continuous) 2003-04
CITIZEN2	Background_Demographics	Citizenship status 2003-04
CITZN06	Background_Demographics	Citizenship status 2006
CITZN09	Background_Demographics	Citizenship status 2009
CLASSA	Education_Courses	Type of class 2004: Business (nondegree)
CLASSB	Education_Courses	Type of class 2004: Health (nondegree)
CLASSC	Education_Courses	Type of class 2004: Education (nondegree)
CLASSD	Education_Courses	Type of class 2004: Engineering and engn tech (nondegree)
CLASSE	Education_Courses	Type of class 2004: Computer and info sciences (nondegree)
CLASSF	Education_Courses	Type of class 2004: Social sciences (nondegree)
CLASSG	Education_Courses	Type of class 2004: Natural sciences and math (nondegree)
CLASSH	Education_Courses	Type of class 2004: Arts and humanities (nondegree)
CLASSI	Education_Courses	Type of class 2004: Communications (nondegree)
CLASSJ	Education_Courses	Type of class 2004: Vocational program (nondegree)
CLASSK	Education_Courses	Type of class 2004: University transfer (nondegree)
CLASSL	Education_Courses	Type of class 2004: General education (nondegree)
CLASSX	Education_Courses	Type of class 2004: Others (nondegree)
CLOCK	Institution_Characteristics	Clock hour or credit hour institution 2003-04
CLTY06A	Education_Courses	Type of class 2006: Business (nondegree)
CLTY06B	Education_Courses	Type of class 2006: Health (nondegree)
CLTY06C	Education_Courses	Type of class 2006: Education (nondegree)
CLTY06D	Education_Courses	Type of class 2006: Engineering and engn tech (nondegree)
CLTY06E	Education_Courses	Type of class 2006: Computer and info sciences (nondegree)

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
CLTY06F	Education_Courses	Type of class 2006: Social sciences (nondegree)
CLTY06G	Education_Courses	Type of class 2006: Sciences and mathematics (nondegree)
CLTY06H	Education_Courses	Type of class 2006: Arts and humanities (nondegree)
CLTY06I	Education_Courses	Type of class 2006: Communications (nondegree)
CLTY06J	Education_Courses	Type of class 2006: Vocational program (nondegree)
CLTY06K	Education_Courses	Type of class 2006: University transfer (nondegree)
CLTY06L	Education_Courses	Type of class 2006: General education (nondegree)
CLTY06X	Education_Courses	Type of class 2006: Others (nondegree)
CLTY09A	Education_Courses	Type of class 2009: Arts and humanities (nondegree)
CLTY09B	Education_Courses	Type of class 2009: Business (nondegree)
CLTY09C	Education_Courses	Type of class 2009: Career and technical educ (nondegree)
CLTY09D	Education_Courses	Type of class 2009: Communications (nondegree)
CLTY09E	Education_Courses	Type of class 2009: Computer and info sciences (nondegree)
CLTY09F	Education_Courses	Type of class 2009: Education (nondegree)
CLTY09G	Education_Courses	Type of class 2009: Engineering and engn tech (nondegree)
CLTY09H	Education_Courses	Type of class 2009: Health (nondegree)
CLTY09I	Education_Courses	Type of class 2009: Sciences and mathematics (nondegree)
CLTY09J	Education_Courses	Type of class 2009: Social sciences (nondegree)
CLTY09X	Education_Courses	Type of class 2009: Other (nondegree)
CNSOWE06	Aid_Federal_Loans	Consolidated loan: Amount owed 2006
CNSOWE09	Aid_Federal_Loans	Consolidated loan: Amount owed 2009
CNTLAFFI	Institution_Characteristics	Institution control and affiliation 2003-04
COMHOUR	Public_Service_Participation	Volunteer 2004: Average hours per month
COMHRS06	Public_Service_Participation	Volunteer 2006: Average hours per month
COMHRS09	Public_Service_Participation	Volunteer 2009: Average hours per month
COMNUM	Public_Service_Participation	Volunteer 2004: Number of volunteer activities
COMNUM06	Public_Service_Participation	Volunteer 2006: Number of volunteer activities
COMNUM09	Public_Service_Participation	Volunteer 2009: Number of volunteer activities
COMONE	Public_Service_Participation	Volunteer 2004: One time event
COMONE06	Public_Service_Participation	Volunteer 2006: One time event
COMONE09	Public_Service_Participation	Volunteer 2009: One time event
COMPT087	Survey_Sample	Comparable to 1987 NPSAS (excluding Puerto Rico) 2003-04
COMREQ	Public_Service_Participation	Volunteer 2004: Required or part of program
COMSERV	Public_Service_Participation	Volunteer 2004: Any in last 12 months
COMSERVA	Public_Service_Participation	Volunteer type 2004: Fundraising
COMSERVB	Public_Service_Participation	Volunteer type 2004: Homeless shelter or soup kitchen
COMSERVC	Public_Service_Participation	Volunteer type 2004: Hospital, nursing home
COMSERVD	Public_Service_Participation	Volunteer type 2004: Neighborhood improvement
COMSERVE	Public_Service_Participation	Volunteer type 2004: Service to church
COMSERVF	Public_Service_Participation	Volunteer type 2004: Tutoring or mentoring
COMSERVG	Public_Service_Participation	Volunteer type 2004: Other work with kids
COMSERVX	Public_Service_Participation	Volunteer type 2004: Other types of community service
COMSRV06	Public_Service_Participation	Volunteer 2006: Any in last 12 months
COMSRV09	Public_Service_Participation	Volunteer 2009: Any in last 12 months
CONSIDRA	Education_Reasons_School Choice	Campus safety 2003-04 considered in school choice
CONSIDRB	Education_Reasons_School Choice	Graduation rate 2003-04 considered in school choice
CONSIDRC	Education_Reasons_School Choice	Job placement rate 2003-04 considered in school choice
CONTROL	Institution_Type	NPSAS institution control 2003-04
CRBALDUE	Finances_Debt	Credit cards: Balance due 2004

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
CRDANY09	Finances_Debt	Credit cards: Any 2009
CRDAP04	Education_High School	Advanced Placement credits accepted
CRDBAL06	Finances_Debt	Credit cards: Balance due 2006
CRDBAL09	Finances_Debt	Credit cards: Balance due 2009
CRDCL04	Education_High School	Earned credits for courses at a college while in high school
CRDES04	Education_High School	Earned credits to enter as sophomore
CRDHS04	Education_High School	Earned any college level credits in high school
CRDNUM06	Finances_Debt	Credit cards: Number 2006
CRDPAY06	Finances_Debt	Credit cards: Pay off balance 2006
CRDPAY09	Finances_Debt	Credit cards: Pay off balance 2009
CREDHRS2	Education_Attendance	Total credit hours in 2003-04 (NPSAS institution)
CRPT06	Education_Performance	Ever repeat course for higher grade 2006
CUMOWE06	Finances_Debt_Education	Cumulative total student loan amount owed in 2006
CUMOWE09	Finances_Debt_Education	Cumulative total student loan amount owed in 2009
CUMULN06	Finances_Debt_Education	Cumulative total student loan amount borrowed through 2006
CUMULN09	Finances_Debt_Education	Cumulative total student loan amount borrowed through 2009
CWTHD06	Education_Performance	Ever withdrew after add or drop deadline 2006
DATASRC	Survey_Sample	Data sources (CATI, CADE, and CPS) 2003-04
DEHS04A	Education_Reasons	Delayed enrollment 2004: Worked
DEHS04B	Education_Reasons	Delayed enrollment 2004: Military
DEHS04C	Education_Reasons	Delayed enrollment 2004: Married or family responsibilities
DEHS04D	Education_Reasons	Delayed enrollment 2004: Health problems
DEHS04E	Education_Reasons	Delayed enrollment 2004: Traveled
DEHS04X	Education_Reasons	Delayed enrollment 2004: Other reasons
DELAYENR	Background_Demographics	Delayed enrollment into PSE: Number of years 2003-04
DELIVE	Education_Courses	Distance education used 2004: Live, interactive TV or audio
DEPANY	Background_Family	Dependents: Has dependents 2003-04
DEPANY06	Background_Family	Dependent children: Any 2006
DEPANY09	Background_Family	Dependent children: Any 2009
DEPCARE	Background_Family	Dependent children: In daycare 2003-04
DEPCHILD	Background_Family	Dependent children: Any 2003-04
DEPCLAIM	Background_Demographics	Claimed as a dependent 2003-04
DEPCOST	Background_Family	Dependent children: Daycare costs 2003-04
DEPEND	Background_Demographics	Dependency status 2003-04
DEPEND06	Background_Demographics	Dependency status 2005-06
DEPEND5A	Background_Demographics	Dependency and marital status (separated=married) 2003-04
DEPEND5B	Background_Demographics	Dependency and marital status (separated=unmarried) 2003-04
DEPINC	Finances_Income	Dependent student's family income 2003-04
DEPINC06	Finances_Income	Income of dependent student's parents 2005-06
DEPNUM	Background_Family	Dependents: Total number 2003-04
DEPNUM06	Background_Family	Dependent children: Number 2006
DEPNUM09	Background_Family	Dependent children: Number 2009
DEPNUMCH	Background_Family	Dependent children: Number 2003-04
DEPOLD	Background_Family	Dependent children: Age of oldest 2003-04
DEPOTHER	Background_Family	Dependents: Has dependent other than children 2003-04
DEPTYPE	Background_Family	Dependents: Types of dependents 2003-04
DEPYNG	Background_Family	Dependent children: Age of youngest 2003-04

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
DEPYNG06	Background_Family	Dependent children: Age of youngest 2006
DEPYNG09	Background_Family	Dependent children: Age of youngest 2009
DERECR	Education_Courses	Distance education used 2004: Pre recorded TV or audio
DEWWW	Education_Courses	Distance education used 2004: The internet
DGEVR06	Education_Future	Highest degree ever expected 2006
DGEVR09	Education_Future	Highest degree ever expected 2009
DGEXPCHG	Student's_Goals	Changes in highest degree expected between 2003 and 2009
DGOALY1	Student's_Goals	Degree goal first year
DGPLNY1	Student's_Goals	Degree plans first year
DGTRNY1	Student's_Goals	Transfer and degree plans first year
DIRECTLN	Financial aid_Stafford	Stafford loan, Direct, or FFELP program indicator 2003-04
DISABL06	Background_Disabilities	Disability 2006: Any
DISABL09	Background_Disabilities	Disability 2009: Any
DISABLE	Background_Disabilities	Disability 2004: Any
DISMOB06	Background_Disabilities	Disability 2006: Physical condition
DISMOB09	Background_Disabilities	Disability 2009: Mobility condition
DISMOBIL	Background_Disabilities	Disability 2004: Physical condition
DISOTH06	Background_Disabilities	Disability 2006: Other conditions
DISOTH09	Background_Disabilities	Disability 2009: Other condition
DISOTHER	Background_Disabilities	Disability 2004: Other conditions
DISOTHRA	Background_Disabilities	Difficulty 2004: Dressing, bathing, or getting around
DISOTHRB	Background_Disabilities	Difficulty 2004: Getting to school to attend class
DISOTHRC	Background_Disabilities	Difficulty 2004: Learning, remembering, or concentrating
DISOTHRD	Background_Disabilities	Difficulty 2004: Working at a job
DISSEN06	Background_Disabilities	Disability 2006: Sensory condition
DISSEN09	Background_Disabilities	Disability 2009: Sensory condition
DISSENSR	Background_Disabilities	Disability 2004: Sensory condition
DISTALL	Education_Courses	Distance education 2004: Entire program
DISTEDUC	Education_Courses	Distance education 2004: Took courses
DISTLOC	Education_Courses	Distance education 2004: Location of courses
DISTNC06	Background_Residence	Distance from most recent institution 2006
DISTNUM	Education_Courses	Distance education 2004: Number of courses took
DISTSATF	Education_Courses	Distance education 2004: Satisfaction
DISTYPES	Background_Disabilities	Disability 2004: Main condition
EDPCT09	Finances_Debt_Education	Monthly student loan payment as percent of monthly income 2009
EFC	Aid_Need	Expected Family Contribution (EFC composite) 2003-04
EFCAID	Aid_Need	Aid subject to federal EFC limitation 2003-04
EMPL09	Finances_Debt_Education	Loan debt influenced employment plans 2009
EMPL09A	Finances_Debt_Education	Loan debt influenced plans 2009: Had to work more hours
EMPL09B	Finances_Debt_Education	Loan debt influenced plans 2009: Had to work more than one job
EMPL09C	Finances_Debt_Education	Loan debt influenced plans 2009: Took job outside field
EMPL09D	Finances_Debt_Education	Loan debt influenced plans 2009: Took less desirable job
EMPL09X	Finances_Debt_Education	Loan debt influenced plans 2009: Other reasons
EMPLWAIV	Aid_Institutional_Grants	Institutional tuition waivers for staff 2003-04
EMPLYAM1	Aid_Outside_Grants	Employer aid (student) 2003-04
EMPLYAM2	Aid_Outside_Grants	Employer aid (parents) 2003-04

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
EMPLYAM3	Aid_Outside_Grants	Employer aid (student & parents) 2003-04
EMPLYAMT	Aid_Grants	Employer aid (includes college staff) 2003-04
EMPTYP06	Employment_While Enrolled	Job while enrolled 2006: Type of employer
EMPTYP09	Employment_While Enrolled	Job while enrolled 2009: Type of employer
ENCOEN3Y	Education_Attendance	Ever co-enrolled through 2006
ENCOEN6Y	Education_Attendance	Ever co-enrolled through 2009
ENDTFI3Y	Education_Persistence	First institution date last enrolled as of 2006
ENDTFI6Y	Education_Persistence	First institution date last enrolled as of 2009
ENDTFS	Education_Attendance	Date of first enrollment
ENDTLA3Y	Education_Attendance	Date of last enrollment through 2006
ENDTLA5Y	Education_Attendance	Date of last enrollment through 2008
ENDTLA6Y	Education_Attendance	Date of last enrollment through 2009
ENINFM	Education_Attendance	NPSAS: Attendance intensity first month enrolled 2003-04
ENINLM3Y	Education_Attendance	Attendance intensity last month enrolled through 2006
ENINLM6Y	Education_Attendance	Attendance intensity last month enrolled through 2009
ENINPT1	Education_Attendance	Attendance intensity pattern in 2003-04
ENINPT2	Education_Attendance	Attendance intensity pattern in 2004-05
ENINPT3	Education_Attendance	Attendance intensity pattern in 2005-06
ENINPT3Y	Education_Attendance	Attendance intensity pattern through 2006
ENINPT4	Education_Attendance	Attendance intensity pattern in 2006-07
ENINPT5	Education_Attendance	Attendance intensity pattern in 2007-08
ENINPT6	Education_Attendance	Attendance intensity pattern in 2008-09
ENINPT6Y	Education_Attendance	Attendance intensity pattern through 2009
ENINUM1	Education_Attendance	Number of institutions attended in 2003-04
ENINUM2	Education_Attendance	Number of institutions attended in 2004-05
ENINUM3	Education_Attendance	Number of institutions attended in 2005-06
ENINUM3Y	Education_Attendance	Number of institutions attended through 2006
ENINUM4	Education_Attendance	Number of institutions attended in 2006-07
ENINUM5	Education_Attendance	Number of institutions attended in 2007-08
ENINUM6	Education_Attendance	Number of institutions attended in 2008-09
ENINUM6Y	Education_Attendance	Number of institutions attended through 2009
ENLEN	Education_Attendance	NPSAS: Months enrolled total 2003-04
ENLY3Y	Education_Persistence	Last academic year enrolled anywhere through 2006
ENLY6Y	Education_Persistence	Last academic year enrolled anywhere through 2009
ENLYAT3Y	Education_Persistence	Last academic year with no attainment anywhere through 2006
ENLYAT6Y	Education_Persistence	Last academic year with no attainment anywhere through 2009
ENLYF3Y	Education_Persistence	Last academic year with no attainment at first inst through 2006
ENLYF6Y	Education_Persistence	Last academic year with no attainment at first inst through 2009
ENMNEL3Y	Education_Attendance	Months elapsed from first to last enrollment through 2006
ENMNEL6Y	Education_Attendance	Months elapsed from first to last enrollment through 2009
ENMNFT1	Education_Attendance	Months enrolled full time in 2003-04
ENMNFT2	Education_Attendance	Months enrolled full time in 2004-05
ENMNFT3	Education_Attendance	Months enrolled full time in 2005-06
ENMNFT3Y	Education_Attendance	Months enrolled full time (total) through 2006

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
ENMNFT4	Education_Attendance	Months enrolled full time in 2006-07
ENMNFT5	Education_Attendance	Months enrolled full time in 2007-08
ENMNFT6	Education_Attendance	Months enrolled full time in 2008-09
ENMNFT6Y	Education_Attendance	Months enrolled full time (total) through 2009
ENMNPT1	Education_Attendance	Months enrolled part time in 2003-04
ENMNPT2	Education_Attendance	Months enrolled part time in 2004-05
ENMNPT3	Education_Attendance	Months enrolled part time in 2005-06
ENMNPT3Y	Education_Attendance	Months enrolled part time (total) through 2006
ENMNPT4	Education_Attendance	Months enrolled part time in 2006-07
ENMNPT5	Education_Attendance	Months enrolled part time in 2007-08
ENMNPT6	Education_Attendance	Months enrolled part time in 2008-09
ENMNPT6Y	Education_Attendance	Months enrolled part time (total) through 2009
ENMNT1	Education_Attendance	Months enrolled during 2003-04
ENMNT2	Education_Attendance	Months enrolled during 2004-05
ENMNT3	Education_Attendance	Months enrolled during 2005-06
ENMNT3Y	Education_Attendance	Months enrolled (total) through 2006
ENMNT4	Education_Attendance	Months enrolled during 2006-07
ENMNT5	Education_Attendance	Months enrolled during 2007-08
ENMNT6	Education_Attendance	Months enrolled during 2008-09
ENMNT6Y	Education_Attendance	Months enrolled (total) through 2009
ENRFALL	Education_Attendance	NPSAS: Enrolled from July through Dec in 2003
ENRFSIZE	Institution_Characteristics	Enrollment size 2003-04
ENRPLN06	Education_Attendance	Future enrollment plans 2006
ENRSPR	Education_Attendance	NPSAS: Enrolled from Jan through June in 2004
ENRSTAT	Education_Attendance	NPSAS: Enrollment pattern 2003-04
FALLDGFT	Education_Program	Fall 2003 beginners
FALLHSFT	Education_Program	Recent high school graduates enrolled full time in fall 2003
FCONTROL	Institution_Type	First institution control 2003-04
FEDAPP	Aid_Application	Applied for federal aid 2003-04
FEDGRPCT	Aid_Ratio	Ratio of federal grants to total aid 2003-04
FEDLNPAK	Aid_Package	Federal loan package by type of loan 2003-04
FEDNEED	Aid_Federal	Federal need based aid 2003-04
FEDPACK	Aid_Package	Federal aid package by type of aid 2003-04
FEDPCT	Aid_Ratio	Ratio of federal aid to total aid 2003-04
FEDTAX	Finances_Income	Federal income taxes paid 2003-04
FEDTXBRK	Finances_Income	Federal income tax bracket 2003-04
FGRNT_P	Institution_Characteristics	Percent received federal grants at institution 2003-04
FGRTLN	Aid_Total	Total federal grants and loans (except PLUS) 2003-04
FLEVEL	Institution_Type	First institution level 2003-04
FLNPCT	Aid_Ratio	Ratio of federal loans to federal grants and loans 2003-04
FLNPCT6	Aid_Ratio	Ratio of federal loans to federal aid 2003-04
FORESCH	Education_High School	Ever attended foreign K-12 school
FPOFFER	Institution_Type	First professional degree program offered 2003-04
FREQ04A	Education_Experiences	Frequency 2004: Faculty informal meeting
FREQ04B	Education_Experiences	Frequency 2004: Faculty talk outside class
FREQ04C	Education_Experiences	Frequency 2004: Meet academic advisor
FREQ04D	Education_Experiences	Frequency 2004: Fine arts activities
FREQ04E	Education_Experiences	Frequency 2004: School clubs

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
FREQ04F	Education_ Experiences	Frequency 2004: School sports
FREQ04G	Education_ Experiences	Frequency 2004: Study groups
FREQ06A	Education_ Experiences	Frequency 2006: Faculty informal meeting
FREQ06B	Education_ Experiences	Frequency 2006: Faculty talk outside class
FREQ06C	Education_ Experiences	Frequency 2006: Meet academic advisor
FREQ06D	Education_ Experiences	Frequency 2006: Fine arts activities
FREQ06E	Education_ Experiences	Frequency 2006: School clubs
FREQ06F	Education_ Experiences	Frequency 2006: School sports
FREQ06G	Education_ Experiences	Frequency 2006: Study groups
FSECD0C	Institution_ Type	First institution doctorate granting 2003-04
FSECTOR	Institution_ Type	First institution sector (level and control) 2003-04
FSECTOR9	Institution_ Type	First institution type 2003-04
GENDER	Background_ Demographics	Gender
GPA	Education_ Performance	Grade point average 2003-04
GPA06	Education_ Performance	Grade point average 2006
GPA09	Education_ Performance	Grade point average estimate 2009
GPALAST	Education_ High School	Grade point average estimate when last enrolled thru 2009
GPASC06	Education_ Performance	GPA measured on 4.0 scale 2006
GRCRED09	Education_ Graduate	Earned credit in non-degree coursework since bachelor's degree
GRDEG09	Education_ Graduate	Enrolled in degree/certificate program since bachelor's degree
GRENR09	Education_ Graduate	Currently enrolled in graduate school 2009
GREXP09	Education_ Graduate	Expect to enroll in post-baccalaureate program before July 2009
GRNDEG09	Education_ Graduate	Enrolled in non-degree coursework since bachelor's degree
GRNTSRC	Aid_ Package	Grant package by source of grant 2003-04
GRTCST	Aid_ Ratio	Ratio of grant aid to student budget 2003-04
GRTLOAN	Aid_ Ratio	Ratio of grants to total loans 2003-04
GRTPTCT	Aid_ Ratio	Ratio of grants to total aid 2003-04
GRTPTCTN	Aid_ Ratio	Ratio of grant aid to tuition 2003-04
GRTRATIO	Aid_ Ratio	Ratio of grants to grants and loans 2003-04
HBCU	Institution_ Characteristics	Historical Black College indicator 2003-04
HCGPAREP	Education_ High School	High school grade point average (GPA)
HCMATH	Education_ High School	Highest level of high school mathematics
HCYSENGL	Education_ High School	Years of English in high school
HCYSLANG	Education_ High School	Years of foreign languages in high school
HCYSMATH	Education_ High School	Years of mathematics in high school
HCYSSCIE	Education_ High School	Years of science in high school
HCYSSOCI	Education_ High School	Years of social studies in high school
HHCP09A	Family_ Other	Household composition 2009: Children or dependents
HHCP09B	Family_ Other	Household composition 2009: Live alone
HHCP09C	Family_ Other	Household composition 2009: Parents or in-laws
HHCP09D	Family_ Other	Household composition 2009: Spouse or domestic partner
HHCP09X	Family_ Other	Household composition 2009: Other
HIGHLVEX	Education_ Future	Highest degree ever expected 2003-04
HISPANIC	Background_ Demographics	Race/ethnicity: Hispanic or Latino origin
HISPTYPE	Background_ Demographics	Race/ethnicity: Type of Hispanic origin

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
HLOFFER	Institution_Type	Highest level of offering (first institution) 2003-04
HOMEDIST	Background_Residence	Distance from first institution 2003-04
HOMEPAR	Finances_Assets	Assets: Parent owns home 2003-04
HOMESTUD	Finances_Assets	Assets: Student owns home 2003-04
HOUSE06	Finances_Debt	Own home or pay rent 2006
HOUSE09	Finances_Debt	Own home or pay rent 2009
HRSWK06	Employment_While Enrolled	Job while enrolled 2006: Hours worked per week
HRSWK09	Employment_While Enrolled	Job while enrolled 2009: Hours worked per week
HSDEG	Education_High School	High school degree type
HSGRADYY	Education_High School	High school graduation year
HSIZE	Background_Family	Family size (dependent & independent) 2003-04
HSIZE06	Background_Family	Family size (dependent & independent) 2005-06
HSTYPE	Education_High School	High school type attended
HURENR	Education_Experiences	Hurricane 2005 impact: Any enrollment effect
HURPLA	Education_Experiences	Hurricane 2005 impact: Transferred temporarily
HURPLB	Education_Experiences	Hurricane 2005 impact: Transferred permanently
HURPLC	Education_Experiences	Hurricane 2005 impact: Took classes on-line
HURPLD	Education_Experiences	Hurricane 2005 impact: Delayed enrollment
HURPLE	Education_Experiences	Hurricane 2005 impact: Dropped out
HURPLF	Education_Experiences	Hurricane 2005 impact: Other action
IMMIGRA	Background_Family	Immigrant status 2003-04
IMPT04B	Background_Goals	Importance 2004: Being community leader
IMPT04C	Background_Goals	Importance 2004: Being financially well off
IMPT04D	Background_Goals	Importance 2004: Having children
IMPT04E	Background_Goals	Importance 2004: Influence political structure
IMPT04F	Background_Goals	Importance 2004: Leisure time
IMPT04G	Background_Goals	Importance 2004: Living close to relatives
IMPT04H	Background_Goals	Importance 2004: Moving away from hometown
IMPT04I	Background_Goals	Importance 2004: Steady work
IMPT06A	Background_Goals	Importance 2006: Recognized expert
IMPT06B	Background_Goals	Importance 2006: Being community leader
IMPT06C	Background_Goals	Importance 2006: Being financially well off
IMPT06D	Background_Goals	Importance 2006: Having children
IMPT06E	Background_Goals	Importance 2006: Influence political structure
IMPT06F	Background_Goals	Importance 2006: Leisure time
IMPT06G	Background_Goals	Importance 2006: Living close to relatives
IMPT06H	Background_Goals	Importance 2006: Moving away from hometown
IMPT06I	Background_Goals	Importance 2006: Steady work
IMPT06J	Background_Goals	Importance 2006: Meaning and purpose
IMPT06K	Background_Goals	Importance 2006: Helping others
INATHAMT	Aid_Institutional_Grants	Athletic scholarships 2003-04
INCGRP	Finances_Income	Income group in 2003-04
INCGRP2	Finances_Income	Income group 2003-04
INCOME	Finances_Income	Total income by dependency (categorical) 2003-04
INCOME06	Finances_Income	Total income by dependency (categorical) 2005-06
INCPS	Survey_Sample	Data available from CPS 2003-04
INCRES05	Finances_Income	Respondent's annual income for current job 2006
INCRES09	Finances_Income	Respondent's annual income for current job 2009

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
INCSPS05	Finances_Income	Spouse's income from all sources in 2005
INCSPS08	Finances_Income	Spouse's income from all sources in 2008
INCTOT05	Finances_Income	Annual income household total 2006
INCTOT08	Finances_Income	Annual income household total 2009
INDEPINC	Finances_Income	Income of independent student and spouse 2003-04
INDINC06	Finances_Income	Income of independent student and spouse 2005-06
INGRTAMT	Aid_Institutional_Grants	Institutional grants total 2003-04
INJURIS	Institution_Price	Price: Tuition jurisdiction 2003-04
INLNAMT	Aid_Institutional	Institutional loans 2003-04
INNSLDS	Survey_Sample	Data available from NSLDS federal loan record 2003-04
INSMERIT	Aid_Institutional_Grants	Institutional merit only grants 2003-04
INSTAMT	Aid_Institutional	Institutional aid total 2003-04
INSTGPCT	Aid_Ratio	Ratio of institutional grants to total aid 2003-04
INSTNEED	Aid_Institutional_Grants	Institutional need based grants 2003-04
INSTNOND	Aid_Institutional_Grants	Institutional no need & merit grants 2003-04
INSTPACK	Aid_Package	Aid package with institutional aid 2003-04
INSTPCT	Aid_Ratio	Ratio of institution aid to total aid 2003-04
INSTSTAT	Institution_Characteristics	Institution state 2003-04
INSTWRK	Aid_Institutional	Institutional work study 2003-04
INSWAIV	Aid_Institutional_Grants	Institutional tuition & fee waivers 2003-04
IT2YPU3Y	Institution_Type	Ever attended 2-year public institution 2006
IT2YPU6Y	Institution_Type	Ever attended 2-year public institution 2009
IT4Y3Y	Institution_Type	Ever attended 4-year institution 2006
IT4Y6Y	Institution_Type	Ever attended 4-year institution 2009
IT4YPN3Y	Institution_Type	Ever attended 4-year private nfp institution 2006
IT4YPN6Y	Institution_Type	Ever attended 4-year private nfp institution 2009
IT4YPU3Y	Institution_Type	Ever attended 4-year public institution 2006
IT4YPU6Y	Institution_Type	Ever attended 4-year public institution 2009
ITCTLA3Y	Institution_Type	Institution control last attended through 2006
ITCTLA6Y	Institution_Type	Institution control last attended through 2009
ITFP3Y	Institution_Type	Ever attended for-profit institution 2006
ITFP6Y	Institution_Type	Ever attended for-profit institution 2009
ITLVLA3Y	Institution_Type	Institution level last attended through 2006
ITLVLA6Y	Institution_Type	Institution level last attended through 2009
ITTYLA3Y	Institution_Type	Institution type last attended through 2006
ITTYLA5Y	Institution_Type	Institution type last attended through 2008
ITTYLA6Y	Institution_Type	Institution type last attended through 2009
JBEN09A	Employment_Benefits	Job 2009 employer offers benefits: Life insurance
JBEN09B	Employment_Benefits	Job 2009 employer offers benefits: Medical insurance
JBEN09C	Employment_Benefits	Job 2009 employer offers benefits: Retirement benefits
JOBAFFOR	Employment_While Enrolled	Job while enrolled 2004: Afford school without working
JOBEG06	Employment_Description	Job 2006: Begin date
JOBEN06	Employment_Description	Job 2006: Health insurance offered
JOBCAR06	Employment_Description	Job 2006: Related to career goals
JOBCAR09	Employment_Description	Job 2009: Consider current job start of career
JOBCLASS	Employment_While Enrolled	Job while enrolled 2004: Related to (non degree) coursework
JOBCLS06	Employment_Description	Job 2006: Took classes toward certificate
JOBD09A	Employment_Description	Job 2009 description: Allows freedom for other interests

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
JOBD09B	Employment_Description	Job 2009 description: Pays the bills
JOBD09C	Employment_Description	Job 2009 description: Provides benefits
JOBD09D	Employment_Description	Job 2009 description: Provides experience for future
JOBD09X	Employment_Description	Job 2009 description: Others
JOBDIF09	Employment_Description	Job 2009: Difficulty in job without undergraduate coursework
JOBEARN	Finances_Income	Job while enrolled 2004: Earnings (exclude work study)
JOBEARN2	Finances_Income	Job 2004: Earnings (include work study)
JOBEFFA	Employment_While Enrolled	Job effect 2004: Helped with career preparation (student)
JOBEFFB	Employment_While Enrolled	Job effect 2004: Helped with coursework (student)
JOBEFFC	Employment_While Enrolled	Job effect 2004: Restricted class choice (student)
JOBEFFD	Employment_While Enrolled	Job effect 2004: Limited class schedule (student)
JOBEFFE	Employment_While Enrolled	Job effect 2004: Limited facility access (student)
JOBEFFF	Employment_While Enrolled	Job effect 2004: Limited number of classes (student)
JOBEFFGR	Employment_While Enrolled	Job effect 2004: On grades (student)
JOBEMP06	Employment_Description	Job 2006: Type of employer
JOBEMP09	Employment_Description	Job 2009: Type of employer
JOBEMPL	Employment_While Enrolled	Job while enrolled 2004: Type of employer
JOBENR	Employment_While Enrolled	Job while enrolled 2004: Work intensity (exclude work study)
JOBENR2	Employment_While Enrolled	Job 2004: Work intensity (include work study)
JOBEXPT	Employment_While Enrolled	Job while enrolled 2004: Parents expected student to have a job
JOBFST06	Employment_Description	Job 2006: First job after leaving school
JOBFST09	Employment_Description	Job 2009: First job after leaving school
JOBHOUR	Employment_While Enrolled	Job while enrolled 2004: Hours worked per week (excl work study)
JOBHOUR2	Employment_While Enrolled	Job 2004: Hours worked per week (incl work study)
JOBHRS06	Employment_Description	Job 2006: Hours worked weekly
JOBHRS09	Employment_Description	Job 2009: Hours worked weekly
JOBIND06	Employment_Description	Job 2006: Type of industry
JOBIND09	Employment_Description	Job 2009: Type of industry
JOBINT06	Employment_Description	Job 2006: Had an internship or practicum
JOBLCG06	Employment_Licensure	Job 2006: License or certification required (general code)
JOBLCG09	Employment_Licensure	Job 2009: License or certification required (general code)
JOBLCH09	Employment_Licensure	Job 2009: Already hold license or certification
JOBLCS06	Employment_Licensure	Job 2006: License or certification required (specific code)
JOBLCS09	Employment_Licensure	Job 2009: License or certification required (specific code)
JOBMAIN	Employment_While Enrolled	Job while enrolled 2004: Main reason for working (student)
JOBMAJOR	Employment_While Enrolled	Job while enrolled 2004: Job related to major (degree)
JOBMON09	Employment_Description	Job 2009: Total number of months in same or similar job
JOBNUM	Employment_While Enrolled	Job while enrolled 2004: Number of jobs (exclude work study)
JOBNUM2	Employment_While Enrolled	Job 2004: Number of jobs (include work study)
JOBOCC06	Employment_Description	Job 2006: Type of occupation
JOBOCC09	Employment_Description	Job 2009: Type of occupation
JOBONOFF	Employment_While Enrolled	Job while enrolled 2004: Job located primarily on or off campus
JOBPA06	Employment_Search	Job 2006 placement: Advertisement
JOBPN06	Employment_Search	Job 2006 placement: Networking
JOBPO06	Employment_Search	Job 2006 placement: Others

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
JOBPR06	Employment_Search	Job 2006 placement: Resume
JOBPRIOR	Employment_While Enrolled	Job while enrolled 2004: Have job prior to enrollment
JOBPS06	Employment_Search	Job 2006 placement: School assistance
JOBPS09	Employment_Status	Job 2009 placement: School assistance
JOBR09A	Employment_Description	Job 2009 responsibilities: Hiring or firing decisions
JOBR09B	Employment_Description	Job 2009 responsibilities: Set salaries
JOBR09C	Employment_Description	Job 2009 responsibilities: Supervise others
JOBRCR06	Employment_Description	Job 2006: Related to coursework
JOBRCR09	Employment_Description	Job 2009: Related to coursework
JOBRICT06	Employment_Licensure	Job 2006: Employer required vocational or technical certificate
JOBRICT09	Employment_Licensure	Job 2009: Employer required vocational or technical certificate
JOBRDG06	Employment_Licensure	Job 2006: Employer required 2 or 4-year college degree
JOBRDG09	Employment_Licensure	Job 2009: Employer required 2 or 4-year college degree
JOBRLC06	Employment_Licensure	Job 2006: Employer required industry certification or license
JOBRLC09	Employment_Licensure	Job 2009: Employer required industry certification or license
JOBRLM06	Employment_Description	Job 2006: Related to major
JOBRLM09	Employment_Description	Job 2009: Related to major
JOBROLE	Employment_While Enrolled	Job while enrolled 2004: Student or employee (exclude work study)
JOBROLE2	Employment_While Enrolled	Job 2004: Student or employee (include work study)
JOBRR06	Employment_Licensure	Job 2006: Required certificate, license, or degree
JOBRR09	Employment_Licensure	Job 2009: Required certificate, license, or degree
JOBS09A	Employment_Satisfaction	Job 2009 satisfaction: Fringe benefits
JOBS09B	Employment_Satisfaction	Job 2009 satisfaction: Importance and challenge
JOBS09C	Employment_Satisfaction	Job 2009 satisfaction: Job security
JOBS09D	Employment_Satisfaction	Job 2009 satisfaction: Opportunities for future training
JOBS09E	Employment_Satisfaction	Job 2009 satisfaction: Opportunities for promotion
JOBS09F	Employment_Satisfaction	Job 2009 satisfaction: Opportunities to use education
JOBS09G	Employment_Satisfaction	Job 2009 satisfaction: Overall
JOBS09H	Employment_Satisfaction	Job 2009 satisfaction: Pay
JOBSAVE	Finances_Income	Job while enrolled 2004: Summer savings
JOBSBE09	Employment_Description	Job 2009: Same or similar job before enrolled
JOBSCHA	Employment_While Enrolled	School and work 2004: Took class outside work (employee)
JOBSCHB	Employment_While Enrolled	School and work 2004: Took distance education (employee)
JOBSCHC	Employment_While Enrolled	School and work 2004: Modify work schedule (employee)
JOBSIM06	Employment_Description	Job 2006: Same or similar job while enrolled
JOBSIM09	Employment_Description	Job 2009: Same or similar job while enrolled
JOBST06	Employment_Status	Job 2006: Employment status
JOBST09	Employment_Status	Job 2009: Employment status
JOBSUMMR	Finances_Income	Job while enrolled 2004: Had summer job
JOBTRN06	Employment_Description	Job 2006: Courses not needed to get job
JOBTYPER	Employment_While Enrolled	Job while enrolled 2004: Type of job (exclude work study)
JOBUG09	Employment_Description	Job 2009: Undergraduate education helped advance career
JOBWEEK	Employment_While Enrolled	Job while enrolled 2004: Frequency worked per week
LEVEL	Institution_Type	NPSAS institution level 2003-04
LNDWI09	Finances_Expenses	Loan debt worthwhile investment 2009

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
LNHELP09	Finances_Debt	Anyone helping to repay loans
LNIEP09	Finances_Expenses	Loan influenced enrollment plans 2009
		Loan effect on enrollment 2009: Chose more affordable school
LNIN09A	Finances_Expenses	Loan effect on enrollment 2009: Enrolled during summer
LNIN09B	Finances_Expenses	Loan effect on enrollment 2009: Enrolled sooner
LNIN09C	Finances_Expenses	Loan effect on enrollment 2009: Increased/decreased classes
LNIN09D	Finances_Expenses	Loan effect on enrollment 2009: Postponed enrollment
LNIN09E	Finances_Expenses	Loan effect on enrollment 2009: Took terms off
LNIN09F	Finances_Expenses	Loan effect on enrollment 2009: Other reasons
LNIN09X	Finances_Expenses	Ratio of loans to grants and loans 2003-04
LNPCT	Aid_Ratio	
LNPCT6	Aid_Ratio	Ratio of loans to total aid 2003-04
LNTY09A	Financial aid_Loans	Type of student loan borrowed 2009: Federal
LNTY09B	Financial aid_Loans	Type of student loan borrowed 2009: Private
LNTY09C	Financial aid_Loans	Type of student loan borrowed 2009: Others
LOANCST	Aid_Ratio	Ratio of loans to student budget (excludes PLUS) 2003-04
LOANCST2	Aid_Ratio	Ratio of loans to student budget (includes PLUS) 2003-04
LOANPCT	Aid_Ratio	Ratio of loans to total aid (excludes PLUS) 2003-04
LOANPCT2	Aid_Ratio	Ratio of loans to total aid (includes PLUS) 2003-04
LOANSRC	Aid_Package	Loan package by source of loan 2003-04
LOANST06	Finances_Debt_Education	Federal student loan repayment status in 2006
LOANST09	Finances_Debt_Education	Federal student loan repayment status in 2009
LOCALE	Institution_Characteristics	Degree of urbanization 2003-04
LOCALR06	Background_Residence	Housing when last enrolled 2006
LOCALR09	Background_Residence	Housing when last enrolled 2009
LOCALRES	Background_Residence	Housing 2003-04
LOCJOB06	Employment_While Enrolled	Job while enrolled 2006: Location
LOCJOB09	Employment_While Enrolled	Job while enrolled 2009: Location
		Major when first enrolled in 2003-04 (comparable to 2006, 2009)
MAJ04A	Education_Majors	Major when last enrolled 2006
MAJ06A	Education_Majors	Major when last enrolled 2006 (condensed)
MAJ06B	Education_Majors	
MAJ06C	Education_Majors	Major when last enrolled any year through 2006 (condensed)
MAJ06CHG	Education_Majors	Major changed as of 2006
MAJ06DEC	Education_Majors	Major declared as of 2006
MAJ09A	Education_Majors	Major when last enrolled 2009
MAJ09B	Education_Majors	Major when last enrolled 2009 (condensed)
MAJ09C	Education_Majors	Major when last enrolled any year through 2009 (condensed)
MAJ09CHG	Education_Majors	Major changed as of 2009
MAJ09DBL	Education_Majors	Double major earned as of 2009
MAJ09DEC	Education_Majors	Major declared as of 2009
MAJORS	Education_Majors	Major during first year 2003-04
MAJORS12	Education_Majors	Major during first year 2003-04 (condensed)
MAJS06A	Education_Majors	Secondary major when last enrolled 2006
MAJS06B	Education_Majors	Secondary major when last enrolled 2006 (condensed)
MAJS09A	Education_Majors	Secondary major when last enrolled 2009
MAJS09B	Education_Majors	Secondary major when last enrolled 2009 (condensed)
MERITAID	Aid_Grants	Total merit only grants 2003-04

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
MFT	Education_Attendance	NPSAS: Months enrolled full time 2003-04
MHT	Education_Attendance	NPSAS: Months enrolled half time 2003-04
MILTYPE	Public_Service_Participation	Military service type 2003-04
MLT	Education_Attendance	NPSAS: Months enrolled less than half time 2003-04
MNREA09	Employment_While Enrolled	Job while enrolled 2009: Main reason for working
MPT	Education_Attendance	NPSAS: Months enrolled part time 2003-04
MTGAMT06	Finances_Debt	Monthly mortgage or rent payment 2006
MTGAMT09	Finances_Debt	Monthly mortgage or rent payment 2009
NEEDAID	Aid_Total_Grants	Total need based grant aid 2003-04
NETCST1	Aid_Net Price	Student budget minus all aid 2003-04
NETCST10	Aid_Net Price	Tuition and fees minus federal grants 2003-04
NETCST12	Aid_Net Price	Tuition and fees minus state grants 2003-04
NETCST13	Aid_Net Price	Tuition and fees minus institutional grants 2003-04
NETCST14	Aid_Net Price	Tuition and fees minus all non federal grants 2003-04
NETCST15	Aid_Net Price	Tuition and fees minus state and institutional grants 2003-04
NETCST16	Aid_Net Price	Student budget minus federal and state grants 2003-04
NETCST17	Aid_Net Price	Student budget minus all grants and loans 2003-04
NETCST18	Aid_Net Price	Student budget minus all aid except work study 2003-04
NETCST2	Aid_Net Price	Student budget minus federal grants 2003-04
NETCST20	Aid_Net Price	Student budget minus all grants and loans (incl PLUS) 2003-04
NETCST3	Aid_Net Price	Student budget minus all grants 2003-04
NETCST32	Aid_Net Price	Student budget minus all grants and VA benefits 2003-04
NETCST35	Aid_Net Price	Tuition and fees minus all grants and VA benefits 2003-04
NETCST37	Aid_Net Price	Tuition and fees minus federal grants and VA benefits 2003-04
NETCST4	Aid_Net Price	Student budget minus grants and half of loans 2003-04
NETCST40	Aid_Net Price	Student budget minus state and institutional grants 2003-04
NETCST9	Aid_Net Price	Tuition and fees minus all grants 2003-04
NPFST04	Education_Reasons_School Choice	First choice was NPSAS school 2004
NTX05A	Finances_Income	Untaxed benefits 2006: Child support
NTX05B	Finances_Income	Untaxed benefits 2006: Disability payments
NTX05C	Finances_Income	Untaxed benefits 2006: Food stamps
NTX05D	Finances_Income	Untaxed benefits 2006: Social security
NTX05E	Finances_Income	Untaxed benefits 2006: TANF
NTX05F	Finances_Income	Untaxed benefits 2006: Worker's compensation
NTX05G	Finances_Income	Untaxed benefits 2006: FEMA disaster assistance
NTXANY05	Finances_Income	Untaxed benefits 2006: Any received
NUMCRED	Finances_Debt	Credit cards: Number 2004
NUMJOB06	Employment_While Enrolled	Job while enrolled 2006: Number of jobs
NUMJOB09	Employment_While Enrolled	Job while enrolled 2009: Number of jobs
OBereg	Institution_Characteristics	Institution region 2003-04
OCRHSI	Institution_Characteristics	Hispanic serving institution 2003-04
ORPHAN	Parent_Family	Orphan or ward of court 2003-04
OTHFDGRT	Aid_Federal_Grants	Other federal grants (not Title IV) 2003-04
OTHGTAMT	Aid_Outside_Grants	Outside grants (private and employer) 2003-04
OTHRSCR	Aid_Outside	Outside sources total 2003-04
OTHTYPE	Aid_Outside	Total other type of aid 2003-04

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
OWNINVST	Finances_Assets	Student owns investments, business, or farm over \$10,000 2003-04
PARALLOW	Parent_Support	Help from parents 2004: Monthly allowance
PARBORN	Parent_Family	Parents were born in the United States
PARCOLL	Parent_Education	Parents taking college courses in 2003-2004
PARDIE06	Parent_Family	Parents deceased 2006
PARDIE09	Parent_Family	Parents deceased 2009
PAREduc	Parent_Education	Parent's highest level of education
PARESTA	Parent and family_Income	Parents own investments, business, or farm over \$10,000 2003-04
PARHELN	Parent_Support	Help from parents 2004: Number of types
PARHELPA	Parent_Support	Help from parents 2004: Pay housing
PARHELPB	Parent_Support	Help from parents 2004: Pay other expenses
PARHELPC	Parent_Support	Help from parents 2004: Pay living expenses
PARHELPD	Parent_Support	Help from parents 2004: Pay tuition and fees
PARHELT	Parent_Support	Help from parents 2004: Types (tuition or non-tuition)
PARINC06	Parent_Income	Parent's income 2006
PARLIVE	Background_Residence	Lived with parents while not enrolled 2003-04
PARPAYCR	Finances_Debt	Credit cards: Parents help pay 2003-04
PARSP06A	Parent_Support	Help from parents 2006: Pay tuition and fees
PARSP06B	Parent_Support	Help from parents 2006: Pay other expenses
PARSP06C	Parent_Support	Help from parents 2006: Pay housing
PARSP06D	Parent_Support	Help from parents 2006: Pay living expenses
PARSP06E	Parent_Support	Help from parents 2006: None
PAYOFBAL	Finances_Debt	Credit cards: Pay off balance 2003-04
PAYTUIT	Finances_Debt	Credit cards: Use to pay tuition 2003-04
PCTALL	Finances_Income	Income percentile rank for all students 2003-04
PCTDEP	Finances_Income	Income percentile dependent students 2003-04
PCTINDEP	Finances_Income	Income percentile independent students 2003-04
PCTMIN1	Institution_Characteristics	Percent enrolled: Black, non Hispanic 2003-04
PCTMIN2	Institution_Characteristics	Percent enrolled: American Indian or Alaskan 2003-04
PCTMIN3	Institution_Characteristics	Percent enrolled: Asian or Pacific Islander 2003-04
PCTMIN4	Institution_Characteristics	Percent enrolled: Hispanic 2003-04
PCTPOV	Finances_Income	Income as percent of poverty level 2003-04
PCT_MIN	Institution_Characteristics	Percent minority enrollment 2003-04
PDADDED	Parent_Education	Father's highest education level 2003-04
PELFRSTY	Financial aid_Pell grant	Pell grant: First academic year received through 2006
PELL04	Financial aid_Pell grant	Pell grant amount during 2003-04
PELL05	Financial aid_Pell grant	Pell grant amount during 2004-05
PELL06	Financial aid_Pell grant	Pell grant amount during 2005-06
PELL07	Financial aid_Pell grant	Pell grant amount during 2006-07
PELL08	Financial aid_Pell grant	Pell grant amount during 2007-08
PELL09	Financial aid_Pell grant	Pell grant amount during 2008-09
PELLCONT	Financial aid_Pell grant	Received Pell grant continuously through 2009
PELLCST	Financial aid_Pell grant	Ratio of Pell grant to student budget 2003-04
PELLCU06	Financial aid_Pell grant	Cumulative Pell through 2006
PELLCU09	Financial aid_Pell grant	Cumulative Pell through 2009
PELLDEP	Financial aid_Pell grant	Pell Grant and dependency status in 2003-04

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
PELLPACK	Financial aid_Pell grant	Aid package with Pell grants 2003-04
PELLRAT1	Financial aid_Pell grant	Ratio of Pell grant to total aid 2003-04
PELLRAT2	Financial aid_Pell grant	Ratio of Pell grant to total grants 2003-04
PELLST06	Financial aid_Pell grant	Pell grant: Last academic year received through 2006
PELLST09	Financial aid_Pell grant	Pell grant: Last academic year received through 2009
PELYRS06	Financial aid_Pell grant	Pell grant: Number of years received 2006
PELYRS09	Financial aid_Pell grant	Pell grant: Number of years received 2009
PERCUM06	Financial aid_Perkins	Cumulative Perkins through 2006
PERCUM09	Financial aid_Perkins	Cumulative Perkins through 2009
PERKAMT	Financial aid_Perkins	Perkins loan 2003-04
PFAMNM06	Parent_Family	Family size (dependent) 2005-06
PFAMNUM	Parent_Family	Family size (dependent) 2003-04
PINCOL	Parent_Family	Number of family members in college (dependent) 2003-04
PINCOL06	Parent_Family	Number of family members in college (dependent) 2005-06
PLFIRSTL	Financial aid_PLUS	PLUS undergraduate loan: First class level borrowed
PLFIRSTY	Financial aid_PLUS	PLUS undergraduate loan: First academic year borrowed
PLFYRS06	Financial aid_PLUS	PLUS undergraduate loan: Number of years borrowed 2006
PLFYRS09	Financial aid_PLUS	PLUS undergraduate loan: Number of years borrowed 2009
PLLSTL06	Financial aid_PLUS	PLUS undergraduate loan: Last class level borrowed 2006
PLLSTL09	Financial aid_PLUS	PLUS undergraduate loan: Last class level borrowed 2009
PLLSTY06	Financial aid_PLUS	PLUS undergraduate loan: Last academic year borrowed 2006
PLLSTY09	Financial aid_PLUS	PLUS undergraduate loan: Last academic year borrowed 2009
PLUCUM06	Financial aid_PLUS	Cumulative PLUS undergraduate loan through 2006
PLUCUM09	Financial aid_PLUS	Cumulative PLUS undergraduate loan through 2009
PLUS04	Financial aid_PLUS	PLUS undergraduate loan amount during 2003-04
PLUS05	Financial aid_PLUS	PLUS undergraduate loan amount during 2004-05
PLUS06	Financial aid_PLUS	PLUS undergraduate loan amount during 2005-06
PLUS07	Financial aid_PLUS	PLUS undergraduate loan amount during 2006-07
PLUS08	Financial aid_PLUS	PLUS undergraduate loan amount during 2007-08
PLUS09	Financial aid_PLUS	PLUS undergraduate loan amount during 2008-09
PLUSPCT	Financial aid_PLUS	Ratio of PLUS undergraduate loan to total aid 2003-04
PMARIT06	Parent_Family	Parent's marital status 2006
PMARITAL	Parent_Family	Parent's marital status 2003-04
PMOMED	Parent_Education	Mother's highest education level 2003-04
PRAT3Y	Education_Persistence	Persistence and attainment anywhere through 2006
PRATT3Y	Education_Persistence	Persistence and attainment 3-year total 2006
PRATT6Y	Education_Persistence	Persistence and attainment 6-year total 2009
PRATY1	Education_Persistence	Attainment and enrollment during 2003-04
PRATY2	Education_Persistence	Attainment and enrollment during 2004-05
PRATY3	Education_Persistence	Attainment and enrollment during 2005-06
PRATY4	Education_Persistence	Attainment and enrollment during 2006-07
PRATY5	Education_Persistence	Attainment and enrollment during 2007-08
PRATY6	Education_Persistence	Attainment and enrollment during 2008-09
PRIMLANG	Background_Family	English is the primary language 2003-04
PRIVAITD	Aid_Outside_Grants	Private sources grants 2003-04
PRIVAMT	Aid_Outside	Total private sources grants and loans 2003-04

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
PRIVLOAN	Aid_Outside	Private (alternative) loans 2003-04
PRLVL3Y	Education_Attainment	Attainment or level of last institution enrolled through 2006
PRLVL5Y	Degree attainment	Attainment or level of last institution enrolled through 2008
PRLVL6Y	Education_Persistence	Attainment or level of last institution enrolled through 2009
PROUT1	Education_Persistence	Cumulative persistence and attainment anywhere 2003-04
PROUT2	Education_Persistence	Cumulative persistence and attainment anywhere 2004-05
PROUT3	Education_Persistence	Cumulative persistence and attainment anywhere 2005-06
PROUT4	Education_Persistence	Cumulative persistence and attainment anywhere 2006-07
PROUT5	Education_Persistence	Cumulative persistence and attainment anywhere 2007-08
PROUT6	Education_Persistence	Cumulative persistence and attainment anywhere 2008-09
		Cumulative retention and attainment at first institution 2003-04
PROUTF1	Education_Persistence	Cumulative retention and attainment at first institution 2004-05
PROUTF2	Education_Persistence	Cumulative retention and attainment at first institution 2005-06
PROUTF3	Education_Persistence	Cumulative retention and attainment at first institution 2006-07
PROUTF4	Education_Persistence	Cumulative retention and attainment at first institution 2007-08
PROUTF5	Education_Persistence	Cumulative retention and attainment at first institution 2008-09
PROUTF6	Education_Persistence	Cumulative retention and attainment at first inst 3-yr total 2006
PROUTFI3	Education_Persistence	Cumulative retention and attainment at first inst 6-yr total 2009
PROUTFI6	Education_Persistence	
PRSP09A	Parent_Support	Help from parents 2009: No financial support
PRSP09B	Parent_Support	Help from parents 2009: Other educational or living expenses
PRSP09C	Parent_Support	Help from parents 2009: Pay tuition and fees
PSECTYR1	Education_Attendance	First year ever enrolled in postsecondary
PT4YRY1	Education_Persistence Track	Persistence track outcome at 4-year institutions 2003-04
PT4YRY2	Education_Persistence Track	Persistence track outcome at 4-year institutions 2004-05
PT4YRY3	Education_Persistence Track	Persistence track outcome at 4-year institutions 2005-06
		Track exit: Last date enrolled on track at 4-year institution 2006
PTX4DT3Y	Education_Persistence Track	Track exit: Type of exit at 4-year institution 2006
PTX4TY3Y	Education_Persistence Track	Track exit: Attendance intensity before exit 2006
PTXIN3Y	Education_Persistence Track	Track exit: Attendance intensity last month enrolled before exit 2006
		Track exit: Last date enrolled on track 2006
PTXMEL3Y	Education_Persistence Track	Months elapsed while on track through 2006
PTXMEN3Y	Education_Persistence Track	Months enrolled while on track through 2006
PTXMFT3Y	Education_Persistence Track	Months enrolled full time while on track through 2006
PTXMPT3Y	Education_Persistence Track	Months enrolled part time while on track through 2006
PTXTY3Y	Education_Persistence Track	Track exit: Type of exit at any type of institution 2006
PTXYR3Y	Education_Persistence Track	Track exit: Last academic year enrolled on track 2006
PUBLST04	Education_Reasons_School Choice	Consulted published list of colleges 2003-04
RAASIAN	Background_Demographics	Race: Asian
RABLACK	Background_Demographics	Race: Black or African American

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
RACE	Background_Demographics	Race/ethnicity
RAD04A	Education_Reasons_School Choice	Reason attended 2004: Program or coursework
RAD04B	Education_Reasons_School Choice	Reason attended 2004: Reputation
RAD04C	Education_Reasons_School Choice	Reason attended 2004: Affordable or financial
RAD04D	Education_Reasons_School Choice	Reason attended 2004: Location
RAD04E	Education_Reasons_School Choice	Reason attended 2004: Personal or family reasons
RAD04X	Education_Reasons_School Choice	Reason attended 2004: Other reasons
RAINDIAN	Background_Demographics	Race: American Indian or Alaska Native
RAINDRTRB	Background_Demographics	Race: American Indian or Alaska Native recognized tribe
RAISLAND	Background_Demographics	Race: Native Hawaiian or other Pacific Islander
RAOTHER	Background_Demographics	Race: Other
RAWHITE	Background_Demographics	Race: White
REGACCRD	Institution_Characteristics	Regional accrediting agency
RELCRS06	Employment_While Enrolled	Job while enrolled 2006: Job related to courses
RELCRS09	Employment_While Enrolled	Job while enrolled 2009: Job related to courses
RELMAJ06	Employment_While Enrolled	Job while enrolled 2006: Job related to major
RELMAJ09	Employment_While Enrolled	Job while enrolled 2009: Job related to major
REMEDIA	Education_Courses	Remedial course 2004: Took English
REMEDIB	Education_Courses	Remedial course 2004: Took math
REMEDIC	Education_Courses	Remedial course 2004: Took reading
REMEDID	Education_Courses	Remedial course 2004: Took study skills
REMEDIE	Education_Courses	Remedial course 2004: Took writing
REMETOOK	Education_Courses	Remedial course 2004: Any taken
RISKINDX	Background_Demographics	Risk index and nontraditional indicators 2003-04
RLV04A	Education_Reasons	Reason left 2004: Academic problems
RLV04B	Education_Reasons	Reason left 2004: Scheduling problems
RLV04C	Education_Reasons	Reason left 2004: Dissatisfied with program
RLV04D	Education_Reasons	Reason left 2004: Financial reasons
RLV04E	Education_Reasons	Reason left 2004: Family responsibilities
RLV04F	Education_Reasons	Reason left 2004: Personal reasons
RLV04G	Education_Reasons	Reason left 2004: Finished desired classes
RLV04X	Education_Reasons	Reason left 2004: Other reasons
RLV06A	Education_Reasons	Reason left 2006: Academic problems
RLV06B	Education_Reasons	Reason left 2006: Scheduling problems
RLV06C	Education_Reasons	Reason left 2006: Dissatisfied with program
RLV06D	Education_Reasons	Reason left 2006: Financial reasons
RLV06E	Education_Reasons	Reason left 2006: Family responsibilities
RLV06F	Education_Reasons	Reason left 2006: Personal reasons
RLV06G	Education_Reasons	Reason left 2006: Finished desired classes
RLV06H	Education_Reasons	Reason left 2006: Called for military service
RLV06X	Education_Reasons	Reason left 2006: Other reasons
RNAD04B	Education_Reasons_School Choice	Reason did not attend 2004: Too expensive
RNAD04C	Education_Reasons_School Choice	Reason did not attend 2004: Not enough aid
RNAD04D	Education_Reasons_School Choice	Reason did not attend 2004: Location
RNAD04E	Education_Reasons_School Choice	Reason did not attend 2004: Personal reasons
RNAD04X	Education_Reasons_School Choice	Reason did not attend 2004: Other reasons
RPYAMT09	Finances_Debt_Education	Monthly student loan repayments 2009
RPYSL09	Finances_Debt_Education	Currently repaying student loans 2009

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
RSN2A	Education_Reasons	Purpose (2nd school) 2006: Complete a degree
RSN2B	Education_Reasons	Purpose (2nd school) 2006: Transfer to 4 year
RSN2C	Education_Reasons	Purpose (2nd school) 2006: Earn credits
RSN2D	Education_Reasons	Purpose (2nd school) 2006: Gain job skills
RSN2E	Education_Reasons	Purpose (2nd school) 2006: Personal interest
RSN2F	Education_Reasons	Purpose (2nd school) 2006: Other reasons
RSN3A	Education_Reasons	Purpose (3rd school) 2006: Complete a degree
RSN3B	Education_Reasons	Purpose (3rd school) 2006: Transfer to 4 year
RSN3C	Education_Reasons	Purpose (3rd school) 2006: Earn credits
RSN3D	Education_Reasons	Purpose (3rd school) 2006: Gain job skills
RSN3E	Education_Reasons	Purpose (3rd school) 2006: Personal interest
RSN3F	Education_Reasons	Purpose (3rd school) 2006: Other reasons
RSNLSA	Education_Reasons	Purpose (last school) 2009: Earn a degree
RSNLSB	Education_Reasons	Purpose (last school) 2009: Earn credits
RSNLSC	Education_Reasons	Purpose (last school) 2009: Gain job skills
RSNLSD	Education_Reasons	Purpose (last school) 2009: Personal interest
RSNLSE	Education_Reasons	Purpose (last school) 2009: Transfer to 4 year
RSNLSX	Education_Reasons	Purpose (last school) 2009: Other reasons
RSPL09A	Financial aid_Loans	Reason for private loan 2009: Deferment of loan repayment
RSPL09B	Financial aid_Loans	Reason for private loan 2009: Did not qualify for other aid
RSPL09C	Financial aid_Loans	Reason for private loan 2009: Issued directly to student
RSPL09D	Financial aid_Loans	Reason for private loan 2009: Needed more money
RSPL09E	Financial aid_Loans	Reason for private loan 2009: Loan application easy
RSPL09X	Financial aid_Loans	Reason for private loan 2009: Other reasons
RTR04A	Education_Transfer	Reason transferred 2004: Academic problems
RTR04B	Education_Transfer	Reason transferred 2004: Scheduling problems
RTR04C	Education_Transfer	Reason transferred 2004: Not satisfied
RTR04D	Education_Transfer	Reason transferred 2004: Financial reasons
RTR04E	Education_Transfer	Reason transferred 2004: Family responsibilities
RTR04F	Education_Transfer	Reason transferred 2004: Personal reasons
RTR04G	Education_Transfer	Reason transferred 2004: Finished classes
RTR04J	Education_Transfer	Reason transferred 2004: Pursue bachelor's degree
RTR04X	Education_Transfer	Reason transferred 2004: Other reasons
SAMESTAT	Institution_Characteristics	Attend institution in state of legal residence 2003-04
SATMAJ09	Education_Experiences	Satisfaction with choice of major or course of study
SATUG09	Institution_Climate	Satisfaction with quality of undergraduate education
SECTOR9	Institution_Type	NPSAS institution type 2003-04
SEEND3Y	Education_Enrollment Spell	Enrollment spell (first): Date ended through 2006
SEEND6Y	Education_Enrollment Spell	Enrollment spell (first): Date ended through 2009
SEINLM3Y	Education_Enrollment Spell	Enrollment spell (first): Intensity last month through 2006
SEINLM6Y	Education_Enrollment Spell	Enrollment spell (first): Intensity last month through 2009
SEINT3Y	Education_Enrollment Spell	Enrollment spell (first): Intensity through 2006
SEINT6Y	Education_Enrollment Spell	Enrollment spell (first): Intensity through 2009
SELECTV2	Institution_Characteristics	First institution selectivity 2003-04
SEMEL3Y	Education_Enrollment Spell	Enrollment spell (first): Months elapsed through 2006
SEMEL6Y	Education_Enrollment Spell	Enrollment spell (first): Months elapsed through 2009
SEMEN3Y	Education_Enrollment Spell	Enrollment spell (first): Months enrolled through 2006
SEMEN6Y	Education_Enrollment Spell	Enrollment spell (first): Months enrolled through 2009

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
SEMFT3Y	Education_Enrollment Spell	Enrollment spell (first): Months full time through 2006
SEMFT6Y	Education_Enrollment Spell	Enrollment spell (first): Months full time through 2009
SEMP3Y	Education_Enrollment Spell	Enrollment spell (first): Months part time through 2006
SEMP6Y	Education_Enrollment Spell	Enrollment spell (first): Months part time through 2009
SENUM3Y	Education_Enrollment Spell	Enrollment spells number through 2006
SENUM6Y	Education_Enrollment Spell	Enrollment spells number through 2009
SEOGAMT	Aid_Federal_Grants	Federal SEOG grant 2003-04
SERNEEDA	Background_Disabilities	Service needed 2004: Adaptive equipment and technology
SERNEEDB	Background_Disabilities	Service needed 2004: Alternative exam format
SERNEEDC	Background_Disabilities	Service needed 2004: Course substitution or waiver
SERNEEDD	Background_Disabilities	Service needed 2004: Readers or classroom note takers
SERNEEDE	Background_Disabilities	Service needed 2004: Registration assistance
SERNEEDF	Background_Disabilities	Service needed 2004: Sign language or oral interpreters
SERNEEDG	Background_Disabilities	Service needed 2004: Tutors to assist with homework
SERNEEDX	Background_Disabilities	Service needed 2004: Others
SEROLE06	Employment_While Enrolled	Job while enrolled 2006: Primary role as student or employee
SEROLE09	Employment_While Enrolled	Job while enrolled 2009: Primary role as student or employee
SERRECVA	Background_Disabilities	Service received 2004: Adaptive equipment and technology
SERRECVB	Background_Disabilities	Service received 2004: Alternative exam format
SERRECVC	Background_Disabilities	Service received 2004: Course substitution or waiver
SERRECVD	Background_Disabilities	Service received 2004: Readers or classroom note takers
SERRECVE	Background_Disabilities	Service received 2004: Registration assistance
SERRECVF	Background_Disabilities	Service received 2004: Sign language or oral interpreters
SERRECVG	Background_Disabilities	Service received 2004: Tutors to assist with homework
SERRECVX	Background_Disabilities	Service received 2004: Others
SFAMNM06	Background_Family	Family size (independent) 2005-06
SFAMNUM	Background_Family	Family size (independent) 2003-04
SHLJOB06	Employment_While Enrolled	Job while enrolled 2006: Type of job while enrolled
SIBBEF06	Parent_Family	Siblings in college before respondent 2006
SIBCOL06	Parent_Family	Siblings in college 2006
SIBCOLB4	Parent_Family	Siblings in college before respondent 2003-04
SIBINCOL	Parent_Family	Siblings in college 2003-04
SIEND3Y	Education_Institution Spell	Institution spell (first): Date ended through 2006
SIEND6Y	Education_Institution Spell	Institution spell (first): Date ended through 2009
SIINLM3Y	Education_Institution Spell	Institution spell (first): Intensity last month through 2006
SIINLM6Y	Education_Institution Spell	Institution spell (first): Intensity last month through 2009
SIINT3Y	Education_Institution Spell	Institution spell (first): Intensity through 2006
SIINT6Y	Education_Institution Spell	Institution spell (first): Intensity through 2009
SIMEL3Y	Education_Institution Spell	Institution spell (first): Months elapsed through 2006
SIMEL6Y	Education_Institution Spell	Institution spell (first): Months elapsed through 2009
SIMEN3Y	Education_Institution Spell	Institution spell (first): Months enrolled through 2006
SIMEN6Y	Education_Institution Spell	Institution spell (first): Months enrolled through 2009
SIMFT3Y	Education_Institution Spell	Institution spell (first): Months full time through 2006
SIMFT6Y	Education_Institution Spell	Institution spell (first): Months full time through 2009
SIMPT3Y	Education_Institution Spell	Institution spell (first): Months part time through 2006
SIMPT6Y	Education_Institution Spell	Institution spell (first): Months part time through 2009
SINCOL	Background_Family	Number of family members in college (independent) 2003-04
SINCOL06	Background_Family	Number of family members in college (independent) 2005-06

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
SINGLPAR	Background_Demographics	Single parent status in 2003-04
SINUM3Y	Education_Persistence Spells	Institution spells number at first institution through 2006
SINUM6Y	Education_Persistence Spells	Institution spells number at first institution through 2009
SJCOMSER	Employment_While Enrolled	School job 2004: Part of community service project
SJHOURS	Employment_While Enrolled	School job 2004: Hour worked per week (work study)
SJMAJOR	Employment_While Enrolled	School job 2004: Related to major
SJONOFF	Employment_While Enrolled	School job 2004: Located primarily on or off campus
SJSCHOOL	Employment_While Enrolled	School job 2004: For NPSAS or another institution or org.
SJTUTOR	Employment_While Enrolled	School job 2004: Involved with literacy education or tutoring
SMAR06	Background_Demographics	Student's marital status as of 2006
SMAR09	Background_Demographics	Student's marital status as of 2009
SMARITAL	Background_Demographics	Student's marital status as of 2003-04
SNEED1	Aid_Need	Student budget minus EFC 2003-04
SNEED2	Aid_Need	Student budget minus EFC minus total aid 2003-04
SNEED3	Aid_Need	Student budget minus EFC minus federal grants 2003-04
SNEED4	Aid_Need	Student budget minus EFC minus grants & federal need aid 2003-04
SNEED5	Aid_Need	Student budget minus EFC minus all grants 2003-04
SNEED7	Aid_Need	Student budget minus EFC, federal, and state grants 2003-04
SNEED8	Aid_Need	Student budget minus federal, state, and other grants 2003-04
SOCINX04	Education_Experiences	Social integration index 2004
SOCINX06	Education_Experiences	Social integration index 2006
SPCOL06	Family_Spouse	Spouse in college 2006
SPINCOL	Family_Spouse	Spouse in college 2003-04
SPNM08	Family_Spouse	Not married to spouse in 2008
SPSBOR09	Finances_Debt_Education	Spouse student loan: Total amount 2009
SPSED06	Family_Spouse	Spouse's education level 2006
SPSED09	Family_Spouse	Spouse's education level 2009
SPSINC	Finances_Income	Annual income (spouse) in 2003-04
SPSLN06	Finances_Debt_Education	Spouse has student loan 2006
SPSLN09	Finances_Debt_Education	Spouse has student loan 2009
SPSLNR09	Finances_Debt_Education	Spouse's student loan not yet in repayment 2009
SPSOWE06	Finances_Debt_Education	Spouse's student loan amount 2006
SPSOWE09	Finances_Debt_Education	Spouse's student loan amount 2009
SPSRPY09	Finances_Debt_Education	Spouse's student loan monthly payment 2009
SSISDI	Background_Disabilities	Currently receiving SSI or SSDI 2003-04
STAFCT1	Aid_Federal_Loans	Stafford subsidized maximum categories 2003-04
STAFCT2	Aid_Federal_Loans	Stafford total maximum categories 2003-04
STAFTYPE	Aid_Federal_Loans	Stafford loan types received 2003-04
STAPCT	Aid_Ratio	Ratio of state aid to total aid 2003-04
STATEAMT	Aid_State	State aid total 2003-04
STATNEED	Aid_State_Grants	State need based grants 2003-04
STATNOND	Aid_State_Grants	State non need and merit grants 2003-04
STDT3Y	Education_Stopout	Stopout (first): Anywhere date began 2006
STDT6Y	Education_Stopout	Stopout (first): Anywhere date began 2009
STDTFI3Y	Education_Stopout	Stopout (first): Date began at first institution 2006
STDTFI6Y	Education_Stopout	Stopout (first): Date began at first institution 2009

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
STEMMAJ	Education_Majors	Major field of study with a focus on STEM fields through 2009
STFCUM06	Aid_Federal_Loans	Cumulative Stafford total through 2006
STFCUM09	Aid_Federal_Loans	Cumulative Stafford total through 2009
STFIRSTL	Aid_Federal_Loans	Stafford loan: First class level borrowed 2009
STFIRSTY	Aid_Federal_Loans	Stafford loan: First academic year borrowed 2009
STFY04	Financial aid_Stafford	Stafford loan amount during 2003-04
STFY05	Financial aid_Stafford	Stafford loan amount during 2004-05
STFY06	Financial aid_Stafford	Stafford loan amount during 2005-06
STFY07	Financial aid_Stafford	Stafford loan amount during 2006-07
STFY08	Financial aid_Stafford	Stafford loan amount during 2007-08
STFY09	Financial aid_Stafford	Stafford loan amount during 2008-09
STFYRS06	Financial aid_Stafford	Stafford loan: Number of years borrowed 2006
STFYRS09	Financial aid_Stafford	Stafford loan: Number of years borrowed 2009
STGRPCT	Aid_Ratio	Ratio of state grants to total aid 2003-04
STGTAMT	Aid_State_Grants	Grants: Total state grants in 2003-04
STLNAMT	Aid_State	State loans amount during 2003-04
STLSTL06	Financial aid_Stafford	Stafford loan: Last class level borrowed 2006
STLSTL09	Financial aid_Stafford	Stafford loan: last class level borrowed 2009
STLSTY06	Financial aid_Stafford	Stafford loan: Last academic year borrowed 2006
STLSTY09	Financial aid_Stafford	Stafford loan: last academic year borrowed 2009
STMERIT	Aid_State_Grants	State merit only grants 2003-04
STMN3Y	Education_Stopout	Stopout (first): Anywhere months duration 2006
STMN6Y	Education_Stopout	Stopout (first): Anywhere months duration 2009
STNOND1	Aid_State_Grants	State non-need grants 2003-04
STNUFI3Y	Education_Stopout	Stopouts number at first institution through 2006
STNUFI6Y	Education_Stopout	Stopouts number at first institution through 2009
STNUM3Y	Education_Stopout	Stopouts number anywhere through 2006
STNUM6Y	Education_Stopout	Stopouts number anywhere through 2009
STSCUM06	Financial aid_Stafford	Cumulative Stafford subsidized through 2006
STSCUM09	Financial aid_Stafford	Cumulative Stafford subsidized through 2009
STSTA1	Education_Stopout	Stopout status anywhere during 2003-04
STSTA2	Education_Stopout	Stopout status anywhere during 2004-05
STSTA3	Education_Stopout	Stopout status anywhere during 2005-06
STSTA4	Education_Stopout	Stopout status anywhere during 2006-07
STSTA5	Education_Stopout	Stopout status anywhere during 2007-08
STSTA6	Education_Stopout	Stopout status anywhere during 2008-09
STSTAFI1	Education_Stopout	Stopout status at first institution during 2003-04
STSTAFI2	Education_Stopout	Stopout status at first institution during 2004-05
STSTAFI3	Education_Stopout	Stopout status at first institution during 2005-06
STSTAFI4	Education_Stopout	Stopout status at first institution during 2006-07
STSTAFI5	Education_Stopout	Stopout status at first institution during 2007-08
STSTAFI6	Education_Stopout	Stopout status at first institution during 2008-09
STSUB04	Financial aid_Stafford	Stafford subsidized loan during 2003-04
STSUB05	Financial aid_Stafford	Stafford subsidized loan during 2004-05
STSUB06	Financial aid_Stafford	Stafford subsidized aid loan during 2005-06
STSUB07	Financial aid_Stafford	Stafford subsidized loan during 2006-07
STSUB08	Financial aid_Stafford	Stafford subsidized loan during 2007-08
STSUB09	Financial aid_Stafford	Stafford subsidized loan during 2008-09

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
STUCUM06	Financial aid_Stafford	Cumulative Stafford unsubsidized through 2006
STUCUM09	Financial aid_Stafford	Cumulative Stafford unsubsidized through 2009
STUDMULT	Education_Attendance	NPSAS: Number of institutions attended 2003-04
STUNS04	Financial aid_Stafford	Stafford unsubsidized loan during 2003-04
STUNS05	Financial aid_Stafford	Stafford unsubsidized loan during 2004-05
STUNS06	Financial aid_Stafford	Stafford unsubsidized loan during 2005-06
STUNS07	Financial aid_Stafford	Stafford unsubsidized loan during 2006-07
STUNS08	Financial aid_Stafford	Stafford unsubsidized loan during 2007-08
STUNS09	Financial aid_Stafford	Stafford unsubsidized loan during 2008-09
STUSTATE	Background_Residence	State of legal residence (student) 2003-04
STWKAMT	Aid_State_Other	State work study 2003-04
STYB3Y	Education_Stopout	Stopout (first): Anywhere academic year began 2006
STYB6Y	Education_Stopout	Stopout (first): Anywhere academic year began 2009
STYBF13Y	Education_Stopout	Stopout (first): Academic year began at first institution 2006
STYBF16Y	Education_Stopout	Stopout (first): Academic year began at first institution 2009
SUBCUM06	Financial aid_Stafford	Cumulative Stafford subsidized loans and Perkins 2006
SUBCUM09	Financial aid_Stafford	Cumulative Stafford subsidized loans and Perkins 2009
SUBLOAN	Financial aid_Stafford	Federal subsidized loans (Stafford and Perkins) 2003-04
T4LNAMT1	Aid_Federal_Loans	Stafford and Perkins loans amount during 2003-04
T4LNAMT2	Financial aid_Stafford	Stafford, Perkins, and PLUS loans amount during 2003-04
T4TCUM06	Aid_Federal_Loans	Cumulative Stafford, Perkins, PLUS 2006
T4TCUM09	Financial aid_Federal loans	Cumulative Stafford, Perkins, PLUS 2009
T4TLN05	Aid_Federal_Loans	Stafford, Perkins, and PLUS loans amount during 2004-05
T4TLN06	Aid_Federal_Loans	Stafford, Perkins, and PLUS loans amount during 2005-06
T4TLN07	Aid_Federal_Loans	Stafford, Perkins, and PLUS loans amount during 2006-07
T4TLN08	Aid_Federal_Loans	Stafford, Perkins, and PLUS loans amount during 2007-08
T4TLN09	Aid_Federal_Loans	Stafford, Perkins, and PLUS loans amount during 2008-09
T4TOWE06	Aid_Federal_Loans	Stafford, Perkins, PLUS: Amount owed as of 2006
T4TOWE09	Aid_Federal_Loans	Stafford, Perkins, PLUS: Amount owed as of 2009
T4XCUM06	Financial aid_Federal loans	Cumulative Stafford and Perkins 2006
T4XCUM09	Financial aid_Federal loans	Cumulative federal student loan amount borrowed through 2009
T4XLN05	Aid_Federal_Loans	Stafford and Perkins loans amount during 2004-05
T4XLN06	Aid_Federal_Loans	Stafford and Perkins loans amount during 2005-06
T4XLN07	Aid_Federal_Loans	Stafford and Perkins loans amount during 2006-07
T4XLN08	Aid_Federal_Loans	Stafford and Perkins loans amount during 2007-08
T4XLN09	Aid_Federal_Loans	Stafford and Perkins loans amount during 2008-09
T4XOWE06	Finances_Debt_Education	Cumulative federal student loan amount owed as of 2006
T4XOWE09	Financial aid_Stafford	Cumulative federal student loan amount owed as of 2009
TEACH04	Employment_Future teaching	Plan on teaching 2004
TEACH06	Employment_Future teaching	Plan on teaching 2006
TEACH09	Employment_Future teaching	Plan on teaching 2009
TEACTDER	Education_High School	Derived ACT score
TESATDER	Education_High School	Admissions test scores (ACT or SAT)
TESATMDE	Education_High School	Derived SAT math score
TESATVDE	Education_High School	Derived SAT verbal score
TETOOK	Education_High School	SAT or ACT exams taken
TFATT3Y	Education_Transfer	Transfer after attainment through 2006

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
TFATT6Y	Education_Transfer	Transfer after attainment through 2009
TFDTDI3Y	Education_Transfer	Transfer (first): Date began at destination institution 2006
TFDTDI6Y	Education_Transfer	Transfer (first): Date began at destination institution 2009
TFDOI3Y	Education_Transfer	Transfer (first): Date left origin institution 2006
TFDOI6Y	Education_Transfer	Transfer (first): Date left origin institution 2009
TFEDAID	Aid_Federal	Total federal aid (excludes VA/DOD) 2003-04
TFEDAID2	Aid_Federal	Total federal aid (includes VA/DOD) 2003-04
TFEDAID6	Aid_Federal	Total federal aid excluding PLUS and VA 2003-04
TFEDGRT	Financial aid_Total	Total federal grants 2003-04
TFEDGRT2	Financial aid_Federal grants	Total federal grants and veteran benefits 2003-04
TFEDLN	Financial aid_Total	Total federal loans (excludes PLUS) 2003-04
TFEDLN2	Financial aid_Total	Total federal loans (includes PLUS) 2003-04
TFEDWRK	Aid_Federal	Federal Work study 2003-04
TFENOV3Y	Education_Transfer	Transfer (first): Overlapping enrollment 2006
TFENOV6Y	Education_Transfer	Transfer (first): Overlapping enrollment 2009
TFIFTY3Y	Education_Transfer	Transfer (first): Destination institution type as of 2006
TFIFTY6Y	Education_Transfer	Transfer (first): Destination institution type as of 2009
TFILTY3Y	Education_Transfer	Transfer (last): Destination institution type as of 2006
TFILTY6Y	Education_Transfer	Transfer (last): Destination institution type as of 2009
TFINCT3Y	Education_Transfer	Transfer (first): Institutions by control 2006
TFINCT6Y	Education_Transfer	Transfer (first): Institutions by control 2009
TFINLV3Y	Education_Transfer	Transfer (first): Institutions by level 2006
TFINLV6Y	Education_Transfer	Transfer (first): Institutions by level 2009
TFINOI3Y	Education_Transfer	Transfer (first): Intensity pattern before transfer 2006
TFINOI6Y	Education_Transfer	Transfer (first): Intensity pattern before transfer 2009
TFLMOI3Y	Education_Transfer	Transfer (first): Intensity last month before transfer 2006
TFLMOI6Y	Education_Transfer	Transfer (first): Intensity last month before transfer 2009
TFMN2I3Y	Education_Transfer	Transfer (first): Months between institutions 2006
TFMN2I6Y	Education_Transfer	Transfer (first): Months between institutions 2009
TFMNDI3Y	Education_Transfer	Transfer (first): Months elapsed before destination school 2006
TFMNDI6Y	Education_Transfer	Transfer (first): Months elapsed before destination school 2009
TFMNFT3Y	Education_Transfer	Transfer (first): Full time months before destination school 2006
TFMNFT6Y	Education_Transfer	Transfer (first): Full time months before destination school 2009
TFMNIOI3Y	Education_Transfer	Transfer (first): Months elapsed at origin school 2006
TFMNIOI6Y	Education_Transfer	Transfer (first): Months elapsed at origin school 2009
TFMNPT3Y	Education_Transfer	Transfer (first): Part time months before destination school 2006
TFMNPT6Y	Education_Transfer	Transfer (first): Part time months before destination school 2009
TFMNT3Y	Education_Transfer	Transfer (first): Total months enrolled before destination school 2006
TFMNT6Y	Education_Transfer	Transfer (first): Total months enrolled before destination school 2009
TFNUM3Y	Education_Transfer	Number of transfers as of June 2006

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
TFNUM6Y	Education_Transfer	Number of transfers as of June 2009
TFTYPE1	Education_Transfer	Transfer status during 2003-04
TFTYPE2	Education_Transfer	Transfer status during 2004-05
TFTYPE3	Education_Transfer	Transfer status during 2005-06
TFTYPE3Y	Education_Transfer	Transfer (first): Type 2006
TFTYPE4	Education_Transfer	Transfer status during 2006-07
TFTYPE5	Education_Transfer	Transfer status during 2007-08
TFTYPE6	Education_Transfer	Transfer status during 2008-09
TFTYPE6Y	Education_Transfer	Transfer (first): Type 2009
TFYRDI3Y	Education_Transfer	Transfer (first): Year began at destination institution 2006
TFYRDI6Y	Education_Transfer	Transfer (first): Year began at destination institution 2009
TFYROI3Y	Education_Transfer	Transfer (first): Year left origin institution 2006
TFYROI6Y	Education_Transfer	Transfer (first): Year left origin institution 2009
TGRTLN	Financial aid_Grants	Total grants and loans (except PLUS) 2003-04
TITIVAMT	Aid_Federal	Total federal Title IV aid 2003-04
TNFEDAID	Aid_Total	Total non federal aid 2003-04
TNFEDGRT	Aid_Total_Grants	Total non federal grants 2003-04
TNFEDLN	Aid_Total_Loans	Total non federal loans 2003-04
TOTAID	Aid_Total	Total aid 2003-04
TOTAID2	Aid_Total	Total federal (Title IV), state, and institutional aid 2003-04
TOTAID4	Aid_Total	Total aid excluding PLUS 2003-04
TOTAID5	Aid_Total	Total aid excluding work study 2003-04
TOTAID6	Aid_Total	Total aid excluding PLUS and veterans benefits 2003-04
TOTERN06	Finances_Income	Job while enrolled 2006: Earnings last year
TOTGRT	Aid_Total_Grants	Total grants 2003-04
TOTGRT2	Aid_Total_Grants	Total grants and veteran benefits 2003-04
TOTGRT4	Aid_Grants	State and institutional grants 2003-04
TOTLOAN	Aid_Total_Loans	Total student loans 2003-04
TOTLOAN2	Aid_Total_Loans	Total loans (including PLUS) 2003-04
TOTWKST	Aid_Total	Total work study 2003-04
TR4PLNY1	Education_Transfer	Transfer to 4-year institution plans 2003-04
TRANPRST	Education_Persistence	Persistence after transfer through 2009
TRANSPLN	Education_Transfer	Plan to transfer 2003-04
TRCRAC09	Education_Courses	Amount of transfer credits accepted at school 2009
TRCREV09	Education_Courses	Attempted to transfer credits from another institution 2009
TRIO	Background_Demographics	TRIO program eligibility criteria 2003-04
TRPLNY1	Education_Transfer	Transfer plans 2003-04
TUITION2	Institution_Price	Tuition and fees in 2003-04
TWOYRCAT	Institution_Type	Two year college classification 2003-04
UGDEG	Education_Program	Degree program during 2003-04
UGDEG06	Education_Program	Degree program when last enrolled 2006
UGDEG09	Education_Program	Degree program when last enrolled 2009
UGDEGAA	Degree attainment	Type of associate's degree during 2003-04
UGEWC09	Education_Experiences	Undergraduate education worth the cost 2009
UGLV06	Education_Program	Class level at most recent institution 2006
UGLV09	Education_Program	Class level at most recent institution 2009
UNEMCP09	Finances_Income	Unemployment 2009: Receiving unemployment compensation

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
UNEMPD09	Employment_Status	Unemployment 2009: Date of last employment after UG enrollment
UNEMPG09	Employment_Status	Unemployment 2009: Unemployed 3 months or more since graduation
UNEMPL06	Employment_Status	Unemployment 2006: Currently looking for a job
UNEMPL09	Employment_Status	Unemployment 2009: Currently looking for a job
UNEMPN06	Employment_Status	Unemployment 2006: Number of times unemployed
UNEMPN09	Employment_Status	Unemployment 2009: Number of times unemployed
UNEMPT06	Employment_Status	Unemployment 2006: Longest period in months
UNEMPT09	Employment_Status	Unemployment 2009: Longest period in months
UNEMPX09	Employment_Status	Unemployment 2009: No employment after undergraduate enrollment
UNSBLOAN	Aid_Loans	Total unsubsidized loans (all sources) 2003-04
UNTAX09	Finances_Income	Received untaxed benefits in 2008
UNTAXBF	Finances_Income	Untaxed benefits 2004: Any received
UNTAXBFA	Finances_Income	Untaxed benefits 2004: Child support
UNTAXBFB	Finances_Income	Untaxed benefits 2004: Disability payments
UNTAXBFC	Finances_Income	Untaxed benefits 2004: Food stamps
UNTAXBFD	Finances_Income	Untaxed benefits 2004: Social security
UNTAXBFE	Finances_Income	Untaxed benefits 2004: TANF
UNTAXBFF	Finances_Income	Untaxed benefits 2004: Worker's compensation
USBORN	Background_Demographics	Student was born in the United States
VADODAMT	Aid_Outside	Veteran's benefits and DOD 2003-04
VETERAN	Public_Service_Participation	Veteran status 2003-04
VLT06A	Public_Service_Participation	Volunteer type 2006: Tutoring or mentoring
VLT06B	Public_Service_Participation	Volunteer type 2006: Other work with kids
VLT06C	Public_Service_Participation	Volunteer type 2006: Fundraising
VLT06D	Public_Service_Participation	Volunteer type 2006: Homeless shelter or soup kitchen
VLT06E	Public_Service_Participation	Volunteer type 2006: Neighborhood improvement or cleanup
VLT06F	Public_Service_Participation	Volunteer type 2006: Health services
VLT06G	Public_Service_Participation	Volunteer type 2006: Service to church
VLT06X	Public_Service_Participation	Volunteer type 2006: Other type of community service
VLT09A	Public_Service_Participation	Volunteer type 2009: Fundraising
VLT09B	Public_Service_Participation	Volunteer type 2009: Health services
VLT09C	Public_Service_Participation	Volunteer type 2009: Homeless shelter or soup kitchen
VLT09D	Public_Service_Participation	Volunteer type 2009: Neighborhood improvement or cleanup
VLT09E	Public_Service_Participation	Volunteer type 2009: Other work with kids
VLT09F	Public_Service_Participation	Volunteer type 2009: Service to church
VLT09G	Public_Service_Participation	Volunteer type 2009: Service to nonprofit organizations
VLT09H	Public_Service_Participation	Volunteer type 2009: Service to the community
VLT09I	Public_Service_Participation	Volunteer type 2009: Tutoring or mentoring
VLT09X	Public_Service_Participation	Volunteer type 2009: Other type of community service
VLTB06A	Public_Service_Participation	Volunteer benefit 2006: Helped with career choice
VLTB06B	Public_Service_Participation	Volunteer benefit 2006: Learned to apply skills
VLTB06C	Public_Service_Participation	Volunteer benefit 2006: Expanded skills
VLTB06D	Public_Service_Participation	Volunteer benefit 2006: Added to resume
VLTB06E	Public_Service_Participation	Volunteer benefit 2006: Clarified choice of major
VLTB06F	Public_Service_Participation	Volunteer benefit 2006: More compassionate person

See notes at end of table.

Table K-1. Main study analysis variables: 2009—Continued

Variable name	Prefix	Variable label
VLTB06G	Public Service_Participation	Volunteer benefit 2006: Increased awareness
VLTB06H	Public Service_Participation	Volunteer benefit 2006: Others
VLTR06A	Public Service_Participation	Volunteer reason 2006: Required as part of program
VLTR06B	Public Service_Participation	Volunteer reason 2006: Campus organization
VLTR06C	Public Service_Participation	Volunteer reason 2006: Student or faculty encouraged
VLTR06X	Public Service_Participation	Volunteer reason 2006: Others
VLTR09B	Public Service_Participation	Volunteer 2009: Started through a school-related activity
VOCAPPLY	Background_Disabilities	Ever applied for vocational rehabilitation services 2003-04
VOCHELP	Aid_State_Other	Vocational rehabilitation and training 2003-04
VOCRECV	Background_Disabilities	Ever received vocational rehabilitation services 2003-04
VOTE06	Public Service_Participation	Vote 2006: Voted in 2004 elections
VOTE09	Public Service_Participation	Vote 2009: Voted in last presidential election
VOTEEVER	Public Service_Participation	Vote 2004: Ever voted
VOTEREG	Public Service_Participation	Vote 2004: Registered to vote US elections
VOTERG06	Public Service_Participation	Vote 2006: Registered to vote US elections
VOTERG09	Public Service_Participation	Vote 2009: Registered to vote US elections
VOTEVE09	Public Service_Participation	Vote 2009: Ever voted
WKSWK06	Employment_While Enrolled	Job while enrolled 2006: Frequency worked per week
WORKPCT	Aid_Ratio	Ratio of work study to total aid 2003-04
WRKST09	Employment_While Enrolled	Job while enrolled 2009: A work study job
WTA000	Survey_Sample	BPS:04/09 study respondents weight
WTB000	Survey_Sample	BPS:04/06/09 study respondents (panel) weight

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table K-2. Transcript analysis variables: 2009

Variable name	Prefix	Variable label
QATRPTBS	General	Number of transcripts only indicating basic skills courses
QATRPTEP	General	Number of transcripts entered
QATRPTMS	General	Total missing transcripts
QATRPTRQ	General	Total transcripts requested
QBBIOSCRD	Pre-College_Information	Biology credit awarded for AP examination
QBCHMSCRD	Pre-College_Information	Chemistry credit awarded for AP examination
QBCSCCRD	Pre-College_Information	Computer science credit awarded for AP test
QBHSMTY	Pre-College_Information	High school graduation year and month
QBMTHCRD	Pre-College_Information	College-level math credits awarded for AP exam
QBNMCPCR	Pre-College_Information	College level examination program course credit
QBNMIBCR	Pre-College_Information	International baccalaureate course credit
QBNMMLCR	Pre-College_Information	Military training/experience course credit
QBNMNCCR	Pre-College_Information	Other non-course avenues course credit
QBNMWKCR	Pre-College_Information	Work experience course credit
QBOTEXCR	Pre-College_Information	Credit by other examination
QBPHYCRD	Pre-College_Information	AP Physics credit awarded by institution
QBTLAPCR	Pre-College_Information	Total AP credits awarded by institution
QBTLNCCR	Pre-College_Information	Total non-course credits
QC2PRVFP	Enrollment_Institution	Num of priv, for-profit, 2-yr institutions attended
QC2PVNP	Enrollment_Institution	Num of priv, nonprofit, 2-yr institutions attended
QC2YRPUB	Enrollment_Institution	Num of public, 2-yr institutions attended
QC2YRTOT	Enrollment_Institution	Num of 2-yr institutions attended
QC4PRVFP	Enrollment_Institution	Num of priv, for-profit, 4-yr institutions attended
QC4PVNP	Enrollment_Institution	Num of priv, nonprofit, 4-yr institutions attended
QC4YRPUB	Enrollment_Institution	Number of public, 4-yr institutions attended
QC4YRTOT	Enrollment_Institution	Num of 4-yr institutions attended
QCHBCEVR	Enrollment_Institution	Ever attended an HBCU institution
QCHBCTOT	Enrollment_Institution	Number of HBCU's attended
QCHSIEVR	Enrollment_Institution	Ever attended a Hispanic serving institution
QCHSITOT	Enrollment_Institution	Number of Hispanic-serving institutions attended
QCLT2PUB	Enrollment_Institution	Num of public, lt 2-yr institutions attended
QCLT2TOT	Enrollment_Institution	Num of lt 2-yr institutions attended
QCLT2VFP	Enrollment_Institution	Num of priv, for-profit, lt 2-yr institutions attended
QCLT2VNP	Enrollment_Institution	Num of priv, nonprofit, lt 2-yr institutions attended
QD1STSTP	Enrollment	Length of 1st Stopout
QD2NDSTP	Enrollment	Length of 2nd Stopout
QD3RDSTP	Enrollment	Length of 3rd stopout
QDACCREL	Transfer	Accreditation relationship for first transfer
QDAS2BCH	Awards	Elapsed time from associate's to bachelor's degree
QDAS2CRT	Enrollment	Elapsed time from associate's degree to certificate
QDBC2ASC	Enrollment	Elapsed time from bachelor's degree to associate's degree
QDBC2CRT	Enrollment	Elapsed time from bachelor's degree to certificate
QDCT2ASC	Awards	Elapsed time from certificate to associate's degree
QDCT2BCH	Awards	Elapsed time from certificate to bachelor's degree
QDCTLCHG	Transfer	Control relationship between schools for first transfer
QDEN2009	Enrollment	Enrolled in 2009
QDENROLL	Enrollment	72 mo enrollment indicator string (July 2003 - June 2009)
QDFA2ASC	Awards	Elapsed time from entry to associate's degree

See notes at end of table.

Table K-2. Transcript analysis variables: 2009—Continued

Variable name	Prefix	Variable label
QDFA2AW1	Awards	Elapsed time from entry to first award
QDFA2BCH	Awards	Elapsed time from entry to bachelor's degree
QDFA2CRT	Awards	Elapsed time from entry to certificate
QDFAEVMY	Enrollment	First attended ever month/year
QDFEUGMY	Enrollment	First date enrolled as an undergraduate
QDGT4STP	Enrollment	Count of stopouts longer than 4 months
QDGT5STP	Enrollment	Count of stopouts longer than 5 months
QDLEUGMY	Enrollment	Last date enrolled as an undergraduate
QDLEYEAR	Enrollment	Last year of enrollment
QDLNGSTP	Enrollment	Length of greatest stopout
QDLVLCHG	Transfer	Level relationship between schools for first transfer
QDMAJCHG	Transfer	Major change during first transfer indicator
QDMAJRS	Transfer	Major at destination school for first transfer
QDMAJSS	Transfer	Major at origin school for first transfer
QDOVRLAP	Enrollment	Indicator for ever co-enrolled
QDPROCHG	Transfer	Degree program change during first transfer indicator
QDPRTYPE	Transfer	Degree program transfer type for first transfer
QDSCHCMB	Transfer	Institution combination
QDSCHTOT	Enrollment	Total known schools attended
QDSEC9RS	Transfer	Sector at destination school for first transfer
QDSEC9SS	Transfer	Sector at origin school for first transfer
QDSELREL	Transfer	Selectivity relationship for first transfer
QDTCRRS	Transfer	Total credits transferred to destination school for first transfer
QDTCRSS	Transfer	Total credits taken at origin school for first transfer
QDTOTMON	Enrollment	Total months enrolled
QDTOTSTP	Enrollment	Total elapsed stopout time
QDTRRAT	Transfer	Percentage of credits transferred during first transfer
QDTRSANY	Transfer	Credit transfer indicator for first transfer
QDTRSDIR	Transfer	Type of transfer for first transfer
QE12345N	Credits_Earned_Time	First/sec/third/fourth/fifth yrs combined: credits earned
QE1234EN	Credits_Earned_Time	First/sec/third/fourth yrs combined: credits earned
QE123ERN	Credits_Earned_Time	First/sec/third yrs combined: credits earned
QE12ERN	Credits_Earned_Time	First/sec yrs combined: credits earned
QE1STERN	Credits_Earned_Time	First year enrollment: credits earned
QE1STSTM	Credits_Earned_Subject	First year enrollment: STEM credits earned
QE1TO6RN	Credits_Earned_Time	First through sixth yrs combined: credits earned
QE2NDERN	Credits_Earned_Time	Second year enrollment: credits earned
QE2NDSTM	Credits_Earned_Subject	Second year enrollment: STEM credits earned
QE2YRATT	Credits_Attempted_Place	2-yr institutions (all): credits attempted
QE2YRERN	Credits_Earned_Place	2-yr institutions (all): credits earned
QE3RDERN	Credits_Earned_Time	Third year enrollment: credits earned
QE3RDSTM	Credits_Earned_Subject	Third year enrollment: STEM credits earned
QE4THERN	Credits_Earned_Time	Fourth year enrollment: credits earned
QE4THSTM	Credits_Earned_Subject	Fourth year enrollment: STEM credits earned
QE4YRATT	Credits_Attempted_Place	4-yr institutions (all): credits attempted
QE4YRERN	Credits_Earned_Place	4-yr institutions (all): credits earned
QE5THERN	Credits_Earned_Time	Fifth year enrollment: credits earned
QE5THSTM	Credits_Earned_Subject	Fifth year enrollment: STEM credits earned

See notes at end of table.

Table K-2. Transcript analysis variables: 2009—Continued

Variable name	Prefix	Variable label
QE6THERN	Credits_Earned_Time	Sixth year and beyond enrollment: credits earned
QE6THSTM	Credits_Earned_Subject	Sixth year and beyond enrollment: STEM credits earned
QEALBATT	Credits_Attempted_Subject	Advanced laboratory science: credits attempted
QEALBERN	Credits_Earned_Subject	Advanced laboratory science: credits earned
QEALBGPA	GPA_Subject	Advanced laboratory science: GPA
QEALBNUM	Number_of_Courses_Taken	Advanced laboratory science: number taken
QEAVERGN	Credits_Earned_Place	Per-year average: credits earned
QEAWCERN	Credits_Earned_Subject	Advanced western culture and society: credits earned
QEAWCGPA	GPA_Subject	Advanced western culture and society: GPA
QEBIOATT	Credits_Attempted_Subject	Bio/agri/envir life science: credits attempted
QEBIOERN	Credits_Earned_Subject	Bio/agri/envir life science: credits earned
QEBIOGPA	GPA_Subject	Bio/agri/envir life science: GPA
QEBIONUM	Number_of_Courses_Taken	Bio/agri/envir life science: number taken
QEBUSERN	Credits_Earned_Subject	Business: credits earned
QEBUSGPA	GPA_Subject	Business: GPA
QEBWCERN	Credits_Earned_Subject	Basic western culture and society: credits earned
QEBWCGPA	GPA_Subject	Basic western culture and society: GPA
QECHLERN	Credits_Earned_Subject	Child, family, and youth studies: credits earned
QECHLGPA	GPA_Subject	Child, family, and youth studies: GPA
QECLCATT	Credits_Attempted_Subject	Calculus/advanced math: credits attempted
QECLCERN	Credits_Earned_Subject	Calculus/advanced math: credits earned
QECLCGPA	GPA_Subject	Calculus/advanced math: GPA
QECLCNUM	Number_of_Courses_Taken	Calculus/advanced math: number taken
QECONERN	Credits_Earned_Subject	Construction technical/trades: credits earned
QECONGPA	GPA_Subject	Construction technical/trades: GPA
QECOPTOT	Number_of_Courses_Taken	Total number of co-op or internship courses
QECRDRPT	Withdrawals_or_Repeats	Credits repeated
QECRDWDR	Withdrawals_or_Repeats	Credits withdrawn
QECRSWDR	Withdrawals_or_Repeats	Number of courses with withdrawals
QECRSWRT	Withdrawals_or_Repeats	Number of courses with withdraw or repeat grades
QECSCATT	Credits_Attempted_Subject	Computer science: credits attempted
QECSCERN	Credits_Earned_Subject	Computer science: credits earned
QECSCGPA	GPA_Subject	Computer science: GPA
QECSCNUM	Number_of_Courses_Taken	Computer science: number taken
QECTEATT	Credits_Attempted_Subject	Career and technical education: credits attempted
QECTEGPA	GPA_Subject	Career and technical education: GPA
QECTENUM	Number_of_Courses_Taken	Career and technical education: number taken
QECTERAT	Credits_Earned_Subject	Ratio of CTE credits to total credits
QECTERN	Credits_Earned_Subject	Career and technical education: credits earned
QECTHERN	Credits_Earned_Subject	Computer support and technical: credits earned
QECTHGPA	GPA_Subject	Computer support and technical: GPA
QEECNERN	Credits_Earned_Subject	Economics: credits earned
QEECNCGPA	GPA_Subject	Economics: GPA
QEEDUATT	Credits_Attempted_Subject	Education excl student teaching: credits attempted
QEEDUERN	Credits_Earned_Subject	Education excl student teaching: credits earned
QEEDUGPA	GPA_Subject	Education excl student teaching: GPA
QEEDUNUM	Number_of_Courses_Taken	Education excl student teaching: number taken
QEEGNATT	Credits_Attempted_Subject	Engineering: credits attempted

See notes at end of table.

Table K-2. Transcript analysis variables: 2009—Continued

Variable name	Prefix	Variable label
QEEGNERN	Credits_Earned_Subject	Engineering: credits earned
QEEGN GPA	GPA_Subject	Engineering: GPA
QEEGN NUM	Number_of_Courses_Taken	Engineering: number taken
QEEGTERN	Credits_Earned_Subject	Engineering technologies: credits earned
QEEGT GPA	GPA_Subject	Engineering technologies: GPA
QEELCERN	Credits_Earned_Subject	Electronic and communications technical: credits earned
QEELC GPA	GPA_Subject	Electronic and communications technical: GPA
QEENGR	Remedial_or_ESL	Remedial English: number taken
QEENVERN	Credits_Earned_Subject	Environment and natural resources: credits earned
QEENV GPA	GPA_Subject	Environment and natural resources: GPA
QEESL	Remedial_or_ESL	English as a second language: number taken
QEETHERN	Credits_Earned_Subject	Ethics: credits earned
QEETH GPA	GPA_Subject	Ethics: GPA
QEFARERN	Credits_Earned_Subject	Fine arts, incl graphic arts and design: credits earned
QEFAR GPA	GPA_Subject	Fine arts, incl graphic arts and design: GPA
QEFLATT	Credits_Attempted_Subject	Foreign language: credits attempted
QEFLERN	Credits_Earned_Subject	Foreign language: credits earned
QEFL GPA	GPA_Subject	Foreign language: GPA
QEFL NUM	Number_of_Courses_Taken	Foreign language: number taken
QEFPA4ATT	Credits_Attempted_Place	PFP 4-yr institutions : credits attempted
QEFPA4ERN	Credits_Earned_Place	PFP 4-yr institutions: credits earned
QEGPA1SC	GPA_Place	GPA at first institution attended
QEGPA2YR	GPA_Place	2-year institutions: GPA
QEGPA4YR	GPA_Place	4-year institutions: GPA
QEGPAALL	GPA_Place	GPA at all institutions attended
QEGPAASC	GPA_Place	GPA at associate's degree institution
QEGPABCH	GPA_Place	GPA at bachelor's degree institution
QEGPACRT	GPA_Place	GPA at certificate institution
QEGPAFP4	GPA_Place	PFP 4-yr institutions : GPA
QEGPAHBC	GPA_Place	Historically Black Colleges/Universities (HBCU): GPA
QEGPAHSI	GPA_Place	Hispanic-serving institutions (HSI): GPA
QEGPAL2N	GPA_Place	PNFP It 2-yr institutions: GPA
QEGPAL2P	GPA_Place	Pub, It 2-yr institutions: GPA
QEGPALSC	GPA_Place	GPA at last institution attended
QEGPALT2	GPA_Place	Less-than 2-year institutions: GPA
QEGPAMAN	GPA_Place	GPA at institution with greatest number of credits earned
QEGPAPB2	GPA_Place	Public 2-yr institutions: GPA
QEGPAPB4	GPA_Place	Public 4-yr institutions: GPA
QEGPAPF2	GPA_Place	Private, for-profit 2-yr institutions: credits GPA
QEGPAPFP	GPA_Place	Private, for profit institutions: GPA
QEGPAPN2	GPA_Place	PNFP 2-yr institutions: GPA
QEGPAPN4	GPA_Place	4-yr private, nonprofit institutions: GPA
QEGPAPNP	GPA_Place	Private, nonprofit institutions: GPA
QEGPAPUB	GPA_Place	Public institutions: GPA
QEHISERN	Credits_Earned_Subject	History: credits earned
QEHIS GPA	GPA_Subject	History: GPA
QEHLTERN	Credits_Earned_Subject	Allied health: credits earned
QEHLT GPA	GPA_Subject	Allied health: GPA

See notes at end of table.

Table K-2. Transcript analysis variables: 2009—Continued

Variable name	Prefix	Variable label
QEHUMERN	Credits_Earned_Subject	Humanities: credits earned
QEHUMGPA	GPA_Subject	Humanities: GPA
QEINDERN	Credits_Earned_Subject	Industrial/mechanical tech/trades: credits earned
QEINDGPA	GPA_Subject	Industrial/mechanical tech/trades: GPA
QEITLERN	Credits_Earned_Subject	Int'l studies excl arts/humanities/history: credits earned
QEITLGPA	GPA_Subject	Int'l studies excl arts/humanities/history: GPA
QEL2FPAT	Credits_Attempted_Place	PFP It 2-yr institutions: credits attempted
QEL2FPRN	Credits_Earned_Place	PFP It 2-yr institutions: credits earned
QEL2NPAT	Credits_Attempted_Place	PNFP It 2-yr institutions: credits attempted
QEL2NPRN	Credits_Earned_Place	PNFP It 2-yr institutions: credits earned
QEL2PATT	Credits_Attempted_Place	Pub, It 2-yr institutions: credits attempted
QEL2PERN	Credits_Earned_Place	Pub, It 2-yr institutions: credits earned
QELABATT	Credits_Attempted_Subject	Introductory laboratory science: credits attempted
QELABERN	Credits_Earned_Subject	Introductory laboratory science: credits earned
QELABGPA	GPA_Subject	Introductory laboratory science: GPA
QELABNUM	Number_of_Courses_Taken	Introductory laboratory science: number taken
QELGLERN	Credits_Earned_Subject	Business and legal support: credits earned
QELGLGPA	GPA_Subject	Business and legal support: GPA
QELGPA2F	GPA_Place	PFP It 2-yr institutions: GPA
QELT2ATT	Credits_Attempted_Place	LT-2-yr institutions: credits attempted
QELT2ERN	Credits_Earned_Place	LT-2-yr institutions: credits earned
QEMATATT	Credits_Attempted_Subject	All college-level mathematics: credits attempted
QEMATERN	Credits_Earned_Subject	All college-level mathematics: credits earned
QEMATGPA	GPA_Subject	All college-level mathematics: GPA
QEMATHR	Remedial_or_ESL	Remedial mathematics: number taken
QEMATNUM	Number_of_Courses_Taken	All college-level mathematics: number taken
QEMDAERN	Credits_Earned_Subject	Media studies: credits earned
QEMDAGPA	GPA_Subject	Media studies: GPA
QEMINERN	Credits_Earned_Subject	Minority/ethnic/women's/cultural studies: credits earned
QEMINGPA	GPA_Subject	Minority/ethnic/women's/cultural studies: GPA
QEMKTERN	Credits_Earned_Subject	Marketing/sales/retail/hospitality: credits earned
QEMKTGPA	GPA_Subject	Marketing/sales/retail/hospitality: GPA
QENCTATT	Credits_Attempted_Subject	Non-career and technical education: credits attempted
QENCTERN	Credits_Earned_Subject	Non-career and technical education: credits earned
QENCTGPA	GPA_Subject	Non-career and technical education: GPA
QENCTNUM	Number_of_Courses_Taken	Non-career and technical education: number taken
QENRSERN	Credits_Earned_Subject	Nursing: credits earned
QENRSGPA	GPA_Subject	Nursing: GPA
QENSEATT	Credits_Attempted_Subject	Non-science & engineering: credits attempted
QENSEERN	Credits_Earned_Subject	Non-science & engineering: credits earned
QENSEGPA	GPA_Subject	Non-science & engineering: GPA
QENSENUM	Number_of_Courses_Taken	Non-science & engineering: number taken
QENSTATT	Credits_Attempted_Subject	Non-STEM: credits attempted
QENSTERN	Credits_Earned_Subject	Non-STEM: credits earned
QENSTGPA	GPA_Subject	Non-STEM: GPA
QENSTNUM	Number_of_Courses_Taken	Non-STEM: number taken
QENWCERN	Credits_Earned_Subject	Non-western culture and society: credits earned
QENWCGPA	GPA_Subject	Non-western culture and society: GPA

See notes at end of table.

Table K-2. Transcript analysis variables: 2009—Continued

Variable name	Prefix	Variable label
QEOTHERR	Remedial_or_ESL	Remedial, not English/reading/math: number taken
QEPASENR	Remedial_or_ESL	Remedial English courses: number passed
QEPASESL	Remedial_or_ESL	English as a second language: number passed
QEPASMAR	Remedial_or_ESL	Remedial mathematics: number passed
QEPASOTR	Remedial_or_ESL	Remedial, not English/reading/math: number passed
QEPASR	Remedial_or_ESL	Remedial courses: number passed
QEPASRER	Remedial_or_ESL	Remedial reading: number passed
QEPF2ATT	Credits_Attempted_Place	Private, for-profit 2-yr institutions: credits attempted
QEPF2ERN	Credits_Earned_Place	Private, for-profit 2-yr: credits earned
QEPFPATT	Credits_Attempted_Place	Priv for-profit institutions: credits attempted
QEPFPERN	Credits_Earned_Place	Private, for-profit institutions: credits earned
QEPMAERN	Credits_Earned_Subject	Pre-college level mathematics: credits earned
QEPMAGPA	GPA_Subject	Pre-college level mathematics: GPA
QEPN2ATT	Credits_Attempted_Place	PNFP 2-yr institutions: credits attempted
QEPN2ERN	Credits_Earned_Place	PNFP 2-yr institutions: credits earned
QEPNP4AT	Credits_Attempted_Place	Private NFP 4-yr institutions: credits attempted
QEPNP4RN	Credits_Earned_Place	Private NFP 4-yr institutions: credits earned
QEPNPATT	Credits_Attempted_Place	PNFP institutions: credits attempted
QEPNPERN	Credits_Earned_Place	PNFP institutions: credits earned
QEPRTERN	Credits_Earned_Subject	Protective services: credits earned
QEPRTGPA	GPA_Subject	Protective services: GPA
QEPSCATT	Credits_Attempted_Subject	Physical science: credits attempted
QEPSCERN	Credits_Earned_Subject	Physical science: credits earned
QEPSCGPA	GPA_Subject	Physical science: GPA
QEPSCNUM	Number_of_Courses_Taken	Physical science: number taken
QEPSEATT	Credits_Attempted_Time	Postsecondary career: credits attempted
QEPSEERN	Credits_Earned_Time	Postsecondary career: credits earned
QEPSERAT	Credits_Earned_Time	Postsecondary career: ratio of credits earned to attempted
QEPSNERN	Credits_Earned_Subject	Personal/food/home services: credits earned
QEPSNGPA	GPA_Subject	Personal/food/home services: GPA
QEPSYERN	Credits_Earned_Subject	Psychology: credits earned
QEPSYGPA	GPA_Subject	Psychology: GPA
QEPUB2AT	Credits_Attempted_Place	Public 2-yr institutions: credits attempted
QEPUB2RN	Credits_Earned_Place	Public 2-yr institutions: credits earned
QEPUB4AT	Credits_Attempted_Place	Public 4-yr institutions: credits attempted
QEPUB4RN	Credits_Earned_Place	Public 4-yr institutions: credits earned
QEPUBATT	Credits_Attempted_Place	Public institutions: credits attempted
QEPUBERN	Credits_Earned_Place	Public institutions: credits earned
QEREADR	Remedial_or_ESL	Remedial reading: number taken
QERELERN	Credits_Earned_Subject	Religious studies and theology: credits earned
QERELGPA	GPA_Subject	Religious studies and theology: GPA
QEREMRAT	Remedial_or_ESL	Ratio of remedial courses to all courses
QERPTENR	Remedial_or_ESL	Remedial English courses: number repeated
QERPTESL	Remedial_or_ESL	English as a second language: number repeated
QERPTMAR	Remedial_or_ESL	Remedial mathematics courses: number repeated
QERPTOTR	Remedial_or_ESL	Remedial, not English/reading/math: number repeated
QERPTR	Remedial_or_ESL	Remedial courses: number repeated

See notes at end of table.

Table K-2. Transcript analysis variables: 2009—Continued

Variable name	Prefix	Variable label
QERPTRAT	Withdrawals_or_Repeats	Ratio of courses repeated to courses attempted
QERPTRER	Remedial_or_ESL	Remedial reading courses: number repeated
QESABERN	Credits_Earned_Place	Study abroad: credits earned
QESABRAT	Credits_Earned_Place	Study abroad: ratio of credits earned to total
QESCIATT	Credits_Attempted_Subject	All science courses: credits attempted
QESCIERN	Credits_Earned_Subject	All science courses: credits earned
QESCIGPA	GPA_Subject	All science courses: GPA
QESCI NUM	Number_of_Courses_Taken	All science courses: number taken
QESERATT	Credits_Attempted_Subject	Science & engineering: credits attempted
QESERERN	Credits_Earned_Subject	Science & engineering: credits earned
QESERGPA	GPA_Subject	Science & engineering: GPA
QESERNUM	Number_of_Courses_Taken	Science & engineering: number taken
QESPTERN	Credits_Earned_Subject	Sports/PE/recreation: credits earned
QESPTGPA	GPA_Subject	Sports/PE/recreation: GPA
QESSCERN	Credits_Earned_Subject	Social sciences: credits earned
QESSCGPA	GPA_Subject	Social sciences: GPA
QESTAATT	Credits_Attempted_Subject	Statistics courses in all departments: credits attempted
QESTAERN	Credits_Earned_Subject	Statistics courses in all departments: credits earned
QESTAGPA	GPA_Subject	Statistics courses in all departments: GPA
QESTANUM	Number_of_Courses_Taken	Statistics courses in all departments: number taken
QESTMATT	Credits_Attempted_Subject	STEM: credits attempted
QESTMERN	Credits_Earned_Subject	STEM: credits earned
QESTMGPA	GPA_Subject	STEM: GPA
QESTMNUM	Number_of_Courses_Taken	STEM: number taken
QESTTATT	Credits_Attempted_Subject	Student teaching: credits attempted
QESTTERN	Credits_Earned_Subject	Student teaching: credits earned
QESTTGPA	GPA_Subject	Student teaching: GPA
QESTTNUM	Number_of_Courses_Taken	Student teaching: number taken
QESUMATT	Credits_Attempted_Time	Summer terms: credits attempted
QESUMERN	Credits_Earned_Time	Summer terms: credits earned
QESUMRAT	Credits_Earned_Time	Summer terms: ratio of credits earned to total
QETCSRPT	Withdrawals_or_Repeats	Number of repeated courses
QETOTR	Remedial_or_ESL	Remedial courses: number taken
QEUGCRS	Number_of_Courses_Taken	Total number of undergraduate courses
QEWDRRAT	Withdrawals_or_Repeats	Ratio of courses withdrawn to courses attempted
QEWRTERN	Credits_Earned_Subject	Writing beyond English composition: credits earned
QEWRTGPA	GPA_Subject	Writing beyond English composition: GPA
QEWRRAT	Withdrawals_or_Repeats	Ratio of withdraw/repeats to all courses
QEYR1GPA	GPA_Time	GPA in first year of attendance
QEYR2GPA	GPA_Time	GPA in second year of attendance
QEYR3GPA	GPA_Time	GPA in third year of attendance
QEYR4GPA	GPA_Time	GPA in fourth year of attendance
QEYR5GPA	GPA_Time	GPA in fifth year of attendance
QEYR6GPA	GPA_Time	GPA in sixth year of attendance
QF11FBAC	Major_Minor_Field_of_Study	First Bachelor's degree field of study: 11 category
QF11LBAC	Major_Minor_Field_of_Study	Most recent Bachelor's degree field of study: 11 category
QF23FBAC	Major_Minor_Field_of_Study	First Bachelor's field of study: UG (23 categories)
QF23LBAC	Major_Minor_Field_of_Study	Most recent Bachelor's field of study: UG (23 categories)

See notes at end of table.

Table K-2. Transcript analysis variables: 2009—Continued

Variable name	Prefix	Variable label
QFANYDEG	Awards	Any degree attained
QFAS1MY	Awards	Date of first associate's degree earned
QFASLMY	Awards	Date of most recent associate's degree
QFBA1MY	Awards	Date of first bachelor's degree earned
QFBALMY	Awards	Date of most recent bachelor's degree
QFCGFAS	Major_Minor_Field_of_Study	First Associate's degree field of study: 2-digit CIP
QFCGFBA	Major_Minor_Field_of_Study	First Bachelor's degree field of study: 2-digit CIP
QFCGFCT	Major_Minor_Field_of_Study	First Certificate's degree field of study: 2-digit CIP
QFCGLAS	Major_Minor_Field_of_Study	Most recent Associate's field of study: 2-digit CIP
QFCGLBA	Major_Minor_Field_of_Study	Most recent Bachelor's degree field of study: 2-digit CIP
QFCGLCT	Major_Minor_Field_of_Study	Most recent Certificate's field of study: 2-digit CIP
QFCGND	Major_Minor_Field_of_Study	No degree field of study: 2-digit CIP
QFCSFAS	Major_Minor_Field_of_Study	First Associate's degree field of study: 4-digit CIP
QFCSFBA	Major_Minor_Field_of_Study	First Bachelor's degree field of study: 4-digit CIP
QFCSFCT	Major_Minor_Field_of_Study	First Certificate's degree field of study: 4-digit CIP
QFCSLAS	Major_Minor_Field_of_Study	Most recent Associate's field of study: 4-digit CIP
QFCSLBA	Major_Minor_Field_of_Study	Most recent Bachelor's degree field of study: 4-digit CIP
QFCSLCT	Major_Minor_Field_of_Study	Most recent Certificate's field of study: 4-digit CIP
QFCSND	Major_Minor_Field_of_Study	No degree field of study: 4-digit CIP
QFCT1MY	Awards	Date of first certificate earned
QFCTLMY	Awards	Date of most recent certificate
QFHDGHON	Awards	Highest degree attained was with honors
QFHGHDEG	Awards	Highest degree attained up to bachelors
QFMJSTEM	Major_Minor_Field_of_Study	STEM major field of study indicator
QFMNSTEM	Major_Minor_Field_of_Study	STEM minor field of study indicator
QFNPBAMY	Awards	Date bachelor's degree received at NPSAS institution
QFSEQAWD	Awards	Sequence of awards

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Appendix L

Design Effects

Table L-1. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for all students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	20.26	0.56	0.31	16,680	1.80	3.25
Attained degree at any institution	PRATT6Y = 1, 2	49.35	0.64	0.39	16,680	1.65	2.73
No degree from any institution	PRATT6Y = 3, 4	50.65	0.64	0.39	16,680	1.65	2.73
Earned a bachelor's degree at first institution	PROUTFI6 = 1	22.32	0.48	0.32	16,680	1.49	2.21
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	16.43	0.49	0.29	16,680	1.71	2.93
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	30.62	0.54	0.36	16,680	1.52	2.32
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	18.73	0.50	0.30	16,680	1.64	2.69
No degree from last institution attended	PRLVL6Y = 4, 5, 6	50.65	0.64	0.39	16,680	1.65	2.73
Transferred at least once	TFNUM6Y > 0	31.65	0.70	0.36	16,680	1.94	3.77
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	53.09	0.53	0.39	16,680	1.37	1.88
Currently repaying education loans (for students with loans)	RPYSL09 = 0	54.71	0.80	0.52	9,110	1.54	2.36
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	27.60	0.75	0.56	6,300	1.32	1.75
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	76.88	0.71	0.43	9,670	1.65	2.72
Currently employed	JOBST09 = 1	79.52	0.66	0.37	11,760	1.78	3.17
Hold license or certification for job	JOBLCH09 = 1	90.38	1.11	0.66	1,980	1.67	2.78
Self-employed	JOBEMP09 = 6	4.41	0.36	0.21	9,430	1.69	2.87
Current job related to coursework	JOBR09 = 1	39.60	1.21	0.68	5,170	1.77	3.15
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	29.92	0.72	0.47	9,430	1.53	2.35
Satisfied with pay at first job	JOBS09H = 1	59.09	0.71	0.52	9,030	1.38	1.90
Employer offers medical insurance	JBEN09B = 1	78.47	0.66	0.43	9,030	1.53	2.33
Consider current job start of career	JOBCAR09 = 1	53.47	0.84	0.51	9,430	1.64	2.69
Currently looking for job, for unemployed	UNEMPL09 = 1	67.51	1.34	0.97	2,330	1.38	1.91
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	26.97	0.70	0.41	11,560	1.71	2.91
Receiving unemployment compensation	UNEMCP09 = 1	26.79	1.73	1.11	1,590	1.56	2.42
Has a disability	DISABL09 = 1	14.18	0.44	0.27	16,680	1.62	2.61
Single, never married	SMAR09 = 1	64.59	0.64	0.37	16,680	1.73	2.99
Has any dependent children	DEPANY09 = 1	33.56	0.64	0.37	16,680	1.74	3.04
Received any untaxed benefits in 2008	UNTAX09 = 1	9.20	0.39	0.22	16,680	1.73	2.99
Has any credit cards in 2009	CRDANY09 = 1	64.20	0.69	0.37	16,680	1.86	3.47
Payoff credit card balance	CRDPAY09 = 1	48.06	0.84	0.48	10,990	1.76	3.09
Community service/volunteer work in last year	COMSRV09 = 1	33.16	0.50	0.36	16,680	1.36	1.85
Ever voted	VOTEVE09 = 1	88.82	0.38	0.25	16,070	1.53	2.35

See notes at end of table.

Table L-1. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for all students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.62	2.65
Minimum	†	†	†	†	†	1.32	1.75
25th percentile	†	†	†	†	†	1.53	2.34
Median	†	†	†	†	†	1.65	2.72
75th percentile	†	†	†	†	†	1.73	2.99
Maximum	†	†	†	†	†	1.94	3.77

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-2. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was public, 2-year: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	26.91	1.12	0.60	5,550	1.88	3.54
Attained degree at any institution	PRATT6Y = 1, 2	33.97	0.98	0.64	5,550	1.55	2.40
No degree from any institution	PRATT6Y = 3, 4	66.03	0.98	0.64	5,550	1.55	2.40
Earned a bachelor's degree at first institution	PROUTFI6 = 1	#	†	†	5,550	†	†
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	21.04	0.88	0.55	5,550	1.61	2.58
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	11.33	0.62	0.43	5,550	1.46	2.13
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	22.64	0.88	0.56	5,550	1.56	2.44
No degree from last institution attended	PRLVL6Y = 4, 5, 6	66.03	0.98	0.64	5,550	1.55	2.40
Transferred at least once	TFNUM6Y > 0	39.90	1.32	0.66	5,550	2.01	4.03
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	35.83	0.97	0.64	5,550	1.51	2.27
Currently repaying education loans (for students with loans)	RPYSL09 = 0	45.24	1.65	1.03	2,330	1.60	2.55
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	21.78	1.96	1.53	720	1.28	1.64
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	63.44	1.28	0.90	2,850	1.42	2.02
Currently employed	JOBST09 = 1	78.24	1.25	0.66	3,890	1.89	3.57
Hold license or certification for job	JOBLCH09 = 1	90.55	1.96	1.13	680	1.74	3.03
Self-employed	JOBEMP09 = 6	4.51	0.56	0.38	3,050	1.50	2.24
Current job related to coursework	JOBRCR09 = 1	38.47	1.74	1.02	2,270	1.71	2.91
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	19.03	0.95	0.71	3,050	1.33	1.77
Satisfied with pay at first job	JOBS09H = 1	60.75	1.26	0.91	2,910	1.39	1.92
Employer offers medical insurance	JBEN09B = 1	76.95	1.23	0.78	2,910	1.58	2.48
Consider current job start of career	JOBCAR09 = 1	48.99	1.31	0.90	3,050	1.44	2.08
Currently looking for job, for unemployed	UNEMPL09 = 1	63.48	2.17	1.67	830	1.30	1.70
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	25.94	1.34	0.71	3,770	1.87	3.49
Receiving unemployment compensation	UNEMCP09 = 1	28.36	2.84	1.96	530	1.45	2.11
Has a disability	DISABL09 = 1	15.66	0.84	0.49	5,550	1.73	3.00
Single, never married	SMAR09 = 1	57.03	1.06	0.66	5,550	1.60	2.55
Has any dependent children	DEPANY09 = 1	41.20	1.09	0.66	5,550	1.65	2.74
Received any untaxed benefits in 2008	UNTAX09 = 1	9.88	0.57	0.40	5,550	1.43	2.04
Has any credit cards in 2009	CRDANY09 = 1	61.98	1.25	0.65	5,550	1.91	3.66
Payoff credit card balance	CRDPAY09 = 1	41.03	1.47	0.85	3,360	1.73	3.00
Community service/volunteer work in last year	COMSRV09 = 1	29.26	0.84	0.61	5,550	1.38	1.90
Ever voted	VOTEVE09 = 1	87.92	0.59	0.45	5,310	1.32	1.73

See notes at end of table.

Table L-2. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was public, 2-year: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.58	2.53
Minimum	†	†	†	†	†	1.28	1.64
25th percentile	†	†	†	†	†	1.43	2.04
Median	†	†	†	†	†	1.55	2.40
75th percentile	†	†	†	†	†	1.73	3.00
Maximum	†	†	†	†	†	2.01	4.03

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-3. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was public, 4-year: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	15.14	0.77	0.53	4,640	1.47	2.15
Attained degree at any institution	PRATT6Y = 1, 2	64.87	1.23	0.70	4,640	1.75	3.06
No degree from any institution	PRATT6Y = 3, 4	35.13	1.23	0.70	4,640	1.75	3.06
Earned a bachelor's degree at first institution	PROUTFI6 = 1	51.67	1.24	0.73	4,640	1.69	2.86
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	1.89	0.39	0.20	4,640	1.93	3.72
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	59.58	1.33	0.72	4,640	1.84	3.40
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	5.30	0.46	0.33	4,640	1.41	1.99
No degree from last institution attended	PRLVL6Y = 4, 5, 6	35.13	1.23	0.70	4,640	1.75	3.06
Transferred at least once	TFNUM6Y > 0	25.67	0.83	0.64	4,640	1.29	1.66
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	58.44	0.74	0.72	4,640	1.03	1.06
Currently repaying education loans (for students with loans)	RPYSL09 = 0	56.03	1.34	0.96	2,680	1.40	1.95
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	27.75	1.03	0.84	2,860	1.23	1.51
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	90.82	0.69	0.50	3,350	1.39	1.93
Currently employed	JOBST09 = 1	85.59	0.80	0.63	3,060	1.27	1.61
Hold license or certification for job	JOBLCH09 = 1	90.88	1.32	1.33	470	0.99	0.99
Self-employed	JOBEMP09 = 6	3.03	0.38	0.34	2,610	1.14	1.31
Current job related to coursework	JOBRCR09 = 1	32.41	2.45	1.57	880	1.55	2.42
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	44.90	1.35	0.97	2,610	1.38	1.91
Satisfied with pay at first job	JOBS09H = 1	58.62	1.29	0.98	2,530	1.32	1.75
Employer offers medical insurance	JBEN09B = 1	79.80	0.94	0.80	2,530	1.17	1.38
Consider current job start of career	JOBCAR09 = 1	58.37	1.20	0.97	2,610	1.25	1.55
Currently looking for job, for unemployed	UNEMPL09 = 1	68.26	2.90	2.18	460	1.33	1.77
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	21.51	1.02	0.75	3,020	1.37	1.88
Receiving unemployment compensation	UNEMCP09 = 1	28.17	3.25	2.51	320	1.29	1.67
Has a disability	DISABL09 = 1	10.64	0.54	0.45	4,640	1.20	1.44
Single, never married	SMAR09 = 1	78.73	0.95	0.60	4,640	1.59	2.51
Has any dependent children	DEPANY09 = 1	14.12	0.82	0.51	4,640	1.60	2.57
Received any untaxed benefits in 2008	UNTAX09 = 1	4.49	0.47	0.30	4,640	1.55	2.42
Has any credit cards in 2009	CRDANY09 = 1	74.84	0.91	0.64	4,640	1.43	2.05
Payoff credit card balance	CRDPAY09 = 1	56.63	1.04	0.84	3,510	1.24	1.53
Community service/volunteer work in last year	COMSRV09 = 1	40.34	0.96	0.72	4,640	1.33	1.77
Ever voted	VOTEVE09 = 1	90.63	0.67	0.43	4,520	1.55	2.42

See notes at end of table.

Table L-3. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was public, 4-year: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.42	2.07
Minimum	†	†	†	†	†	0.99	0.99
25th percentile	†	†	†	†	†	1.26	1.58
Median	†	†	†	†	†	1.39	1.92
75th percentile	†	†	†	†	†	1.57	2.47
Maximum	†	†	†	†	†	1.93	3.72

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-4. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was private nonprofit, 4-year: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	13.22	1.09	0.56	3,680	1.96	3.82
Attained degree at any institution	PRATT6Y = 1, 2	69.39	1.54	0.76	3,680	2.02	4.10
No degree from any institution	PRATT6Y = 3, 4	30.61	1.54	0.76	3,680	2.02	4.10
Earned a bachelor's degree at first institution	PROUTFI6 = 1	56.43	1.87	0.82	3,680	2.29	5.25
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	2.78	0.73	0.27	3,680	2.70	7.28
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	64.04	1.98	0.79	3,680	2.50	6.26
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	5.35	0.88	0.37	3,680	2.38	5.69
No degree from last institution attended	PRLVL6Y = 4, 5, 6	30.61	1.54	0.76	3,680	2.02	4.10
Transferred at least once	TFNUM6Y > 0	25.04	1.35	0.71	3,680	1.90	3.60
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	65.94	0.92	0.78	3,680	1.17	1.38
Currently repaying education loans (for students with loans)	RPYSL09 = 0	64.33	1.42	0.99	2,330	1.43	2.06
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	31.52	1.31	0.91	2,610	1.44	2.07
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	89.87	1.39	0.58	2,670	2.38	5.67
Currently employed	JOBST09 = 1	83.11	1.22	0.75	2,490	1.62	2.63
Hold license or certification for job	JOBLCH09 = 1	87.70	2.09	1.73	360	1.21	1.46
Self-employed	JOBEMP09 = 6	3.74	0.81	0.41	2,110	1.96	3.84
Current job related to coursework	JOBRCR09 = 1	43.12	3.58	2.06	580	1.74	3.02
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	52.17	2.20	1.09	2,110	2.02	4.07
Satisfied with pay at first job	JOBS09H = 1	57.36	1.45	1.09	2,050	1.32	1.75
Employer offers medical insurance	JBEN09B = 1	81.15	1.22	0.86	2,050	1.41	1.98
Consider current job start of career	JOBCAR09 = 1	59.27	1.56	1.07	2,110	1.46	2.12
Currently looking for job, for unemployed	UNEMPL09 = 1	73.04	3.50	2.27	380	1.54	2.37
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	24.86	1.32	0.87	2,470	1.52	2.30
Receiving unemployment compensation	UNEMCP09 = 1	26.60	4.67	2.66	280	1.76	3.10
Has a disability	DISABL09 = 1	12.38	0.82	0.54	3,680	1.51	2.29
Single, never married	SMAR09 = 1	78.14	1.13	0.68	3,680	1.66	2.76
Has any dependent children	DEPANY09 = 1	14.06	1.05	0.57	3,680	1.84	3.38
Received any untaxed benefits in 2008	UNTAX09 = 1	4.74	0.64	0.35	3,680	1.83	3.35
Has any credit cards in 2009	CRDANY09 = 1	74.25	1.33	0.72	3,680	1.84	3.39
Payoff credit card balance	CRDPAY09 = 1	60.41	1.42	0.93	2,790	1.53	2.34
Community service/volunteer work in last year	COMSRV09 = 1	44.20	1.50	0.82	3,680	1.83	3.34
Ever voted	VOTEVE09 = 1	91.98	0.71	0.45	3,570	1.57	2.46

See notes at end of table.

Table L-4. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was private nonprofit, 4-year: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.79	3.35
Minimum	†	†	†	†	†	1.17	1.38
25th percentile	†	†	†	†	†	1.52	2.30
Median	†	†	†	†	†	1.79	3.22
75th percentile	†	†	†	†	†	2.02	4.08
Maximum	†	†	†	†	†	2.70	7.28

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-5. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was private-for-profit, 2-year or less: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	17.82	1.36	0.96	1,580	1.41	1.99
Attained degree at any institution	PRATT6Y = 1, 2	48.58	2.53	1.26	1,580	2.01	4.05
No degree from any institution	PRATT6Y = 3, 4	51.42	2.53	1.26	1,580	2.01	4.05
Earned a bachelor's degree at first institution	PROUTFI6 = 1	#	†	†	1,580	†	†
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	46.17	2.70	1.25	1,580	2.15	4.62
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	0.28	0.14	0.13	1,580	1.06	1.12
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	48.30	2.56	1.26	1,580	2.03	4.14
No degree from last institution attended	PRLVL6Y = 4, 5, 6	51.42	2.53	1.26	1,580	2.01	4.05
Transferred at least once	TFNUM6Y > 0	24.09	1.72	1.08	1,580	1.60	2.56
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	86.64	1.35	0.86	1,580	1.57	2.47
Currently repaying education loans (for students with loans)	RPYSL09 = 0	59.85	2.52	1.46	1,130	1.73	2.99
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	17.23	19.15	12.59	10	1.52	2.31
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	49.54	3.95	2.60	370	1.52	2.31
Currently employed	JOBST09 = 1	68.23	2.19	1.28	1,330	1.72	2.94
Hold license or certification for job	JOBLCH09 = 1	90.42	3.37	1.82	260	1.85	3.42
Self-employed	JOBEMP09 = 6	9.12	1.87	0.95	910	1.97	3.88
Current job related to coursework	JOBRCR09 = 1	47.82	2.90	1.75	810	1.66	2.74
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	13.42	2.37	1.13	910	2.11	4.44
Satisfied with pay at first job	JOBS09H = 1	57.57	2.15	1.71	830	1.25	1.57
Employer offers medical insurance	JBEN09B = 1	74.76	2.44	1.51	830	1.62	2.63
Consider current job start of career	JOBCAR09 = 1	52.69	2.77	1.65	910	1.68	2.81
Currently looking for job, for unemployed	UNEMPL09 = 1	72.90	4.15	2.18	420	1.90	3.62
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	43.15	2.40	1.36	1,320	1.76	3.09
Receiving unemployment compensation	UNEMCP09 = 1	22.12	3.49	2.39	300	1.46	2.13
Has a disability	DISABL09 = 1	18.29	1.32	0.97	1,580	1.36	1.84
Single, never married	SMAR09 = 1	49.13	2.43	1.26	1,580	1.93	3.74
Has any dependent children	DEPANY09 = 1	67.68	1.98	1.18	1,580	1.68	2.83
Received any untaxed benefits in 2008	UNTAX09 = 1	23.62	2.28	1.07	1,580	2.13	4.56
Has any credit cards in 2009	CRDANY09 = 1	38.35	2.03	1.22	1,580	1.66	2.76
Payoff credit card balance	CRDPAY09 = 1	28.34	2.30	1.73	680	1.33	1.77
Community service/volunteer work in last year	COMSRV09 = 1	20.84	1.79	1.02	1,580	1.75	3.07
Ever voted	VOTEVE09 = 1	84.38	1.19	0.94	1,500	1.27	1.62

See notes at end of table.

Table L-5. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was private for-profit, 2-year or less: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.70	2.97
Minimum	†	†	†	†	†	1.06	1.12
25th percentile	†	†	†	†	†	1.52	2.31
Median	†	†	†	†	†	1.68	2.83
75th percentile	†	†	†	†	†	1.97	3.88
Maximum	†	†	†	†	†	2.15	4.62

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-6. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was private-for-profit, 4 year: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	14.83	2.45	1.85	370	1.33	1.76
Attained degree at any institution	PRATT6Y = 1, 2	33.94	4.30	2.46	370	1.75	3.05
No degree from any institution	PRATT6Y = 3, 4	66.06	4.30	2.46	370	1.75	3.05
Earned a bachelor's degree at first institution	PROUTFI6 = 1	13.75	2.99	1.79	370	1.67	2.79
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	15.25	3.41	1.87	370	1.83	3.33
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	15.98	3.54	1.91	370	1.86	3.45
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	17.96	3.62	2.00	370	1.81	3.29
No degree from last institution attended	PRLVL6Y = 4, 5, 6	66.06	4.30	2.46	370	1.75	3.05
Transferred at least once	TFNUM6Y > 0	26.30	5.03	2.29	370	2.20	4.82
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	88.06	2.38	1.69	370	1.41	2.00
Currently repaying education loans (for students with loans)	RPYSL09 = 0	55.53	4.21	2.84	310	1.48	2.19
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	11.07	4.99	4.23	60	1.18	1.39
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	59.04	6.48	3.82	170	1.70	2.89
Currently employed	JOBST09 = 1	82.05	4.86	2.23	300	2.18	4.74
Hold license or certification for job	JOBLCH09 = 1	89.74	5.27	4.29	50	1.23	1.51
Self-employed	JOBEMP09 = 6	3.56	2.02	1.21	230	1.66	2.77
Current job related to coursework	JOBRCR09 = 1	35.62	7.32	3.57	180	2.05	4.21
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	15.82	5.43	2.39	230	2.27	5.16
Satisfied with pay at first job	JOBS09H = 1	54.79	5.42	3.36	220	1.61	2.61
Employer offers medical insurance	JBEN09B = 1	84.22	3.54	2.46	220	1.44	2.08
Consider current job start of career	JOBCAR09 = 1	46.79	8.02	3.27	230	2.45	6.02
Currently looking for job, for unemployed	UNEMPL09 = 1	68.20	8.84	5.91	60	1.49	2.23
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	28.31	3.79	2.65	290	1.43	2.06
Receiving unemployment compensation	UNEMCP09 = 1	31.61	14.99	7.01	40	2.14	4.57
Has a disability	DISABL09 = 1	16.77	3.66	1.94	370	1.88	3.55
Single, never married	SMAR09 = 1	55.82	4.26	2.58	370	1.65	2.72
Has any dependent children	DEPANY09 = 1	51.68	5.17	2.60	370	1.99	3.97
Received any untaxed benefits in 2008	UNTAX09 = 1	9.36	3.34	1.51	370	2.21	4.86
Has any credit cards in 2009	CRDANY09 = 1	48.40	4.01	2.60	370	1.54	2.38
Payoff credit card balance	CRDPAY09 = 1	32.03	5.57	3.39	190	1.64	2.70
Community service/volunteer work in last year	COMSRV09 = 1	22.17	2.71	2.16	370	1.26	1.58
Ever voted	VOTEVE09 = 1	87.25	3.72	1.77	350	2.10	4.40

See notes at end of table.

Table L-6. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was private for-profit, 4 year: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.75	3.16
Minimum	†	†	†	†	†	1.18	1.39
25th percentile	†	†	†	†	†	1.49	2.21
Median	†	†	†	†	†	1.72	2.97
75th percentile	†	†	†	†	†	2.02	4.09
Maximum	†	†	†	†	†	2.45	6.02

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-7. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was public less-than-2-year or private nonprofit 2-year or less: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	17.30	2.81	1.29	860	2.18	4.76
Attained degree at any institution	PRATT6Y = 1, 2	57.02	4.37	1.69	860	2.59	6.71
No degree from any institution	PRATT6Y = 3, 4	42.98	4.37	1.69	860	2.59	6.71
Earned a bachelor's degree at first institution	PROUTFI6 = 1	#	†	†	860	†	†
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	51.56	4.75	1.70	860	2.78	7.76
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	4.52	1.93	0.71	860	2.73	7.43
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	52.50	4.15	1.70	860	2.43	5.93
No degree from last institution attended	PRLVL6Y = 4, 5, 6	42.98	4.37	1.69	860	2.59	6.71
Transferred at least once	TFNUM6Y > 0	28.51	3.15	1.54	860	2.05	4.18
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	38.78	2.65	1.66	860	1.60	2.54
Currently repaying education loans (for students with loans)	RPYSL09 = 0	54.86	6.11	2.69	340	2.27	5.14
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	19.93	12.09	5.96	50	2.03	4.12
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	58.33	6.17	3.02	270	2.04	4.18
Currently employed	JOBST09 = 1	72.11	4.17	1.70	700	2.46	6.03
Hold license or certification for job	JOBLCH09 = 1	93.77	3.51	1.88	170	1.87	3.50
Self-employed	JOBEMP09 = 6	3.41	1.46	0.80	520	1.84	3.37
Current job related to coursework	JOBRCR09 = 1	52.58	4.88	2.37	440	2.06	4.24
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	16.66	3.61	1.64	520	2.20	4.85
Satisfied with pay at first job	JOBS09H = 1	58.59	4.85	2.22	490	2.18	4.77
Employer offers medical insurance	JBEN09B = 1	79.53	3.71	1.82	490	2.04	4.16
Consider current job start of career	JOBCAR09 = 1	56.99	4.17	2.18	520	1.92	3.67
Currently looking for job, for unemployed	UNEMPL09 = 1	69.39	6.62	3.43	180	1.93	3.72
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	30.35	4.83	1.75	690	2.77	7.65
Receiving unemployment compensation	UNEMCP09 = 1	23.58	7.13	3.96	120	1.80	3.24
Has a disability	DISABL09 = 1	16.89	2.35	1.28	860	1.84	3.39
Single, never married	SMAR09 = 1	40.09	3.37	1.67	860	2.02	4.07
Has any dependent children	DEPANY09 = 1	59.40	3.23	1.67	860	1.93	3.72
Received any untaxed benefits in 2008	UNTAX09 = 1	14.69	2.91	1.21	860	2.41	5.82
Has any credit cards in 2009	CRDANY09 = 1	56.59	3.66	1.69	860	2.16	4.69
Payoff credit card balance	CRDPAY09 = 1	38.79	4.92	2.27	460	2.16	4.68
Community service/volunteer work in last year	COMSRV09 = 1	24.86	2.80	1.47	860	1.90	3.62
Ever voted	VOTEVE09 = 1	86.97	2.56	1.18	810	2.16	4.68

See notes at end of table.

Table L-7. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students whose base year institution was public less-than-2-year or private nonprofit 2-year or less: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	2.18	4.84
Minimum	†	†	†	†	†	1.60	2.54
25th percentile	†	†	†	†	†	1.93	3.72
Median	†	†	†	†	†	2.16	4.68
75th percentile	†	†	†	†	†	2.43	5.93
Maximum	†	†	†	†	†	2.78	7.76

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-8. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for male students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	20.60	0.95	0.49	6,880	1.94	3.77
Attained degree at any institution	PRATT6Y = 1, 2	46.44	0.95	0.60	6,880	1.57	2.48
No degree from any institution	PRATT6Y = 3, 4	53.56	0.95	0.60	6,880	1.57	2.48
Earned a bachelor's degree at first institution	PROUTFI6 = 1	21.68	0.71	0.50	6,880	1.44	2.06
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	14.01	0.73	0.42	6,880	1.74	3.03
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	30.01	0.85	0.55	6,880	1.54	2.36
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	16.43	0.87	0.45	6,880	1.94	3.77
No degree from last institution attended	PRLVL6Y = 4, 5, 6	53.56	0.95	0.60	6,880	1.57	2.48
Transferred at least once	TFNUM6Y > 0	33.05	1.10	0.57	6,880	1.95	3.78
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	49.63	1.01	0.60	6,880	1.67	2.80
Currently repaying education loans (for students with loans)	RPYSL09 = 0	56.90	1.49	0.83	3,590	1.80	3.25
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	22.69	1.11	0.82	2,600	1.35	1.84
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	77.24	1.14	0.67	3,860	1.70	2.87
Currently employed	JOBST09 = 1	80.24	1.02	0.57	4,930	1.80	3.25
Hold license or certification for job	JOBLCH09 = 1	88.55	1.98	1.16	750	1.70	2.89
Self-employed	JOBEMP09 = 6	5.55	0.61	0.36	4,020	1.69	2.87
Current job related to coursework	JOBRCR09 = 1	38.52	1.81	1.02	2,260	1.77	3.13
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	27.13	0.99	0.70	4,020	1.41	1.99
Satisfied with pay at first job	JOBS09H = 1	61.44	1.12	0.79	3,820	1.42	2.01
Employer offers medical insurance	JBEN09B = 1	78.96	1.06	0.66	3,820	1.61	2.58
Consider current job start of career	JOBCAR09 = 1	54.59	1.22	0.79	4,020	1.55	2.42
Currently looking for job, for unemployed	UNEMPL09 = 1	77.38	1.96	1.38	910	1.41	2.00
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	28.18	1.11	0.65	4,840	1.72	2.97
Receiving unemployment compensation	UNEMCP09 = 1	30.22	2.57	1.72	710	1.49	2.23
Has a disability	DISABL09 = 1	13.87	0.64	0.42	6,880	1.53	2.35
Single, never married	SMAR09 = 1	70.85	1.12	0.55	6,880	2.04	4.16
Has any dependent children	DEPANY09 = 1	25.30	1.11	0.52	6,880	2.12	4.48
Received any untaxed benefits in 2008	UNTAX09 = 1	5.17	0.41	0.27	6,880	1.52	2.32
Has any credit cards in 2009	CRDANY09 = 1	63.54	1.13	0.58	6,880	1.95	3.80
Payoff credit card balance	CRDPAY09 = 1	52.51	1.48	0.75	4,460	1.98	3.91
Community service/volunteer work in last year	COMSRV09 = 1	32.42	0.82	0.56	6,880	1.44	2.09
Ever voted	VOTEVE09 = 1	88.15	0.61	0.40	6,600	1.53	2.34

See notes at end of table.

Table L-8. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for male students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.67	2.84
Minimum	†	†	†	†	†	1.35	1.84
25th percentile	†	†	†	†	†	1.53	2.33
Median	†	†	†	†	†	1.64	2.69
75th percentile	†	†	†	†	†	1.80	3.25
Maximum	†	†	†	†	†	2.12	4.48

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-9. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for female students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	20.01	0.59	0.40	9,810	1.47	2.16
Attained degree at any institution	PRATT6Y = 1, 2	51.51	0.89	0.50	9,810	1.76	3.08
No degree from any institution	PRATT6Y = 3, 4	48.49	0.89	0.50	9,810	1.76	3.08
Earned a bachelor's degree at first institution	PROUTFI6 = 1	22.79	0.68	0.42	9,810	1.61	2.61
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	18.23	0.64	0.39	9,810	1.65	2.73
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	31.07	0.78	0.47	9,810	1.68	2.81
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	20.44	0.66	0.41	9,810	1.62	2.62
No degree from last institution attended	PRLVL6Y = 4, 5, 6	48.49	0.89	0.50	9,810	1.76	3.08
Transferred at least once	TFNUM6Y > 0	30.60	0.65	0.47	9,810	1.40	1.95
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	55.65	0.85	0.50	9,810	1.69	2.86
Currently repaying education loans (for students with loans)	RPYSL09 = 0	53.23	0.99	0.67	5,530	1.47	2.17
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	31.12	1.03	0.76	3,700	1.35	1.83
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	76.63	0.93	0.56	5,810	1.68	2.83
Currently employed	JOBST09 = 1	78.98	0.78	0.49	6,830	1.58	2.50
Hold license or certification for job	JOBLC09 = 1	91.64	1.25	0.79	1,230	1.58	2.51
Self-employed	JOBEMP09 = 6	3.52	0.48	0.25	5,410	1.90	3.60
Current job related to coursework	JOBRCR09 = 1	40.47	1.43	0.91	2,900	1.57	2.48
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	32.06	1.02	0.63	5,410	1.60	2.57
Satisfied with pay at first job	JOBS09H = 1	57.32	0.97	0.68	5,210	1.42	2.01
Employer offers medical insurance	JBEN09B = 1	78.10	0.82	0.57	5,210	1.43	2.04
Consider current job start of career	JOBCAR09 = 1	52.60	1.14	0.68	5,410	1.69	2.84
Currently looking for job, for unemployed	UNEMPL09 = 1	60.49	2.07	1.30	1,410	1.60	2.54
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	26.05	0.92	0.54	6,720	1.72	2.94
Receiving unemployment compensation	UNEMCP09 = 1	23.67	2.34	1.44	880	1.63	2.66
Has a disability	DISABL09 = 1	14.40	0.55	0.35	9,810	1.56	2.43
Single, never married	SMAR09 = 1	59.95	0.79	0.49	9,810	1.59	2.54
Has any dependent children	DEPANY09 = 1	39.68	0.79	0.49	9,810	1.60	2.58
Received any untaxed benefits in 2008	UNTAX09 = 1	12.20	0.61	0.33	9,810	1.86	3.46
Has any credit cards in 2009	CRDANY09 = 1	64.69	0.80	0.48	9,810	1.65	2.72
Payoff credit card balance	CRDPAY09 = 1	44.81	0.98	0.62	6,520	1.58	2.51
Community service/volunteer work in last year	COMSRV09 = 1	33.71	0.64	0.48	9,810	1.34	1.80
Ever voted	VOTEVE09 = 1	89.32	0.48	0.32	9,460	1.51	2.27

See notes at end of table.

Table L-9. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for female students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.60	2.59
Minimum	†	†	†	†	†	1.34	1.80
25th percentile	†	†	†	†	†	1.53	2.35
Median	†	†	†	†	†	1.60	2.57
75th percentile	†	†	†	†	†	1.68	2.84
Maximum	†	†	†	†	†	1.90	3.60

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-10. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for White students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	17.56	0.67	0.37	10,740	1.82	3.32
Attained degree at any institution	PRATT6Y = 1, 2	53.96	0.71	0.48	10,740	1.47	2.17
No degree from any institution	PRATT6Y = 3, 4	46.04	0.71	0.48	10,740	1.47	2.17
Earned a bachelor's degree at first institution	PROUTFI6 = 1	26.66	0.75	0.43	10,740	1.77	3.12
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	15.65	0.62	0.35	10,740	1.76	3.09
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	36.20	0.75	0.46	10,740	1.62	2.62
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	17.77	0.64	0.37	10,740	1.74	3.02
No degree from last institution attended	PRLVL6Y = 4, 5, 6	46.04	0.71	0.48	10,740	1.47	2.17
Transferred at least once	TFNUM6Y > 0	30.65	0.88	0.44	10,740	1.99	3.94
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	52.24	0.82	0.48	10,740	1.70	2.90
Currently repaying education loans (for students with loans)	RPYSL09 = 0	58.91	1.08	0.65	5,730	1.66	2.76
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	27.69	0.92	0.65	4,690	1.41	1.98
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	78.47	0.90	0.51	6,420	1.76	3.10
Currently employed	JOBST09 = 1	82.80	0.80	0.43	7,680	1.85	3.42
Hold license or certification for job	JOBLCH09 = 1	91.44	1.41	0.77	1,310	1.83	3.34
Self-employed	JOBEMP09 = 6	4.17	0.43	0.25	6,400	1.74	3.03
Current job related to coursework	JOBRCR09 = 1	37.51	1.54	0.86	3,190	1.80	3.23
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	33.25	0.89	0.59	6,400	1.51	2.27
Satisfied with pay at first job	JOBS09H = 1	60.16	0.93	0.62	6,150	1.49	2.22
Employer offers medical insurance	JBEN09B = 1	78.45	0.89	0.52	6,150	1.70	2.90
Consider current job start of career	JOBCAR09 = 1	55.42	0.96	0.62	6,400	1.55	2.39
Currently looking for job, for unemployed	UNEMPL09 = 1	65.11	1.81	1.34	1,270	1.36	1.84
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	21.69	0.82	0.47	7,580	1.74	3.01
Receiving unemployment compensation	UNEMCP09 = 1	28.50	2.63	1.57	830	1.68	2.83
Has a disability	DISABL09 = 1	15.04	0.57	0.34	10,740	1.65	2.72
Single, never married	SMAR09 = 1	63.32	0.86	0.47	10,740	1.86	3.46
Has any dependent children	DEPANY09 = 1	28.26	0.92	0.43	10,740	2.11	4.44
Received any untaxed benefits in 2008	UNTAX09 = 1	6.84	0.38	0.24	10,740	1.57	2.47
Has any credit cards in 2009	CRDANY09 = 1	69.88	0.80	0.44	10,740	1.81	3.29
Payoff credit card balance	CRDPAY09 = 1	51.15	1.11	0.57	7,620	1.93	3.73
Community service/volunteer work in last year	COMSRV09 = 1	35.09	0.65	0.46	10,740	1.42	2.01
Ever voted	VOTEVE09 = 1	89.76	0.45	0.29	10,630	1.54	2.38

See notes at end of table.

Table L-10. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for White students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.68	2.85
Minimum	†	†	†	†	†	1.36	1.84
25th percentile	†	†	†	†	†	1.52	2.32
Median	†	†	†	†	†	1.70	2.90
75th percentile	†	†	†	†	†	1.81	3.26
Maximum	†	†	†	†	†	2.11	4.44

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-11. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for Black or African American students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	26.41	1.48	0.94	2,200	1.57	2.48
Attained degree at any institution	PRATT6Y = 1, 2	36.84	1.79	1.03	2,200	1.74	3.03
No degree from any institution	PRATT6Y = 3, 4	63.16	1.79	1.03	2,200	1.74	3.03
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.94	1.04	0.69	2,200	1.50	2.26
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	17.05	1.58	0.80	2,200	1.97	3.87
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	16.72	1.24	0.80	2,200	1.56	2.44
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	20.12	1.59	0.85	2,200	1.86	3.47
No degree from last institution attended	PRLVL6Y = 4, 5, 6	63.16	1.79	1.03	2,200	1.74	3.03
Transferred at least once	TFNUM6Y > 0	33.76	1.50	1.01	2,200	1.48	2.20
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	65.91	2.01	1.01	2,200	1.99	3.94
Currently repaying education loans (for students with loans)	RPYSL09 = 0	43.30	1.68	1.28	1,500	1.32	1.73
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	29.66	3.11	2.13	460	1.46	2.13
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	68.06	2.09	1.34	1,210	1.56	2.43
Currently employed	JOBST09 = 1	72.73	1.73	1.16	1,470	1.49	2.22
Hold license or certification for job	JOBLCH09 = 1	90.27	2.87	1.89	250	1.52	2.30
Self-employed	JOBEMP09 = 6	5.22	0.97	0.68	1,070	1.43	2.05
Current job related to coursework	JOBRCR09 = 1	40.43	2.90	1.79	750	1.62	2.62
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	21.06	1.91	1.25	1,070	1.53	2.33
Satisfied with pay at first job	JOBS09H = 1	54.63	2.31	1.56	1,020	1.48	2.18
Employer offers medical insurance	JBEN09B = 1	81.47	1.92	1.22	1,020	1.57	2.47
Consider current job start of career	JOBCAR09 = 1	47.81	2.35	1.53	1,070	1.54	2.37
Currently looking for job, for unemployed	UNEMPL09 = 1	67.93	3.46	2.34	400	1.48	2.18
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	40.86	2.01	1.30	1,430	1.55	2.40
Receiving unemployment compensation	UNEMCP09 = 1	26.61	4.42	2.61	290	1.69	2.86
Has a disability	DISABL09 = 1	11.70	1.11	0.69	2,200	1.62	2.63
Single, never married	SMAR09 = 1	67.95	1.73	0.99	2,200	1.74	3.03
Has any dependent children	DEPANY09 = 1	51.85	1.76	1.07	2,200	1.65	2.74
Received any untaxed benefits in 2008	UNTAX09 = 1	21.33	1.45	0.87	2,200	1.66	2.77
Has any credit cards in 2009	CRDANY09 = 1	36.56	1.53	1.03	2,200	1.49	2.23
Payoff credit card balance	CRDPAY09 = 1	31.24	2.47	1.57	870	1.57	2.47
Community service/volunteer work in last year	COMSRV09 = 1	30.48	1.50	0.98	2,200	1.52	2.32
Ever voted	VOTEVE09 = 1	92.64	0.86	0.57	2,090	1.51	2.29

See notes at end of table.

Table L-11. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for Black or African American students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.60	2.58
Minimum	†	†	†	†	†	1.32	1.73
25th percentile	†	†	†	†	†	1.50	2.25
Median	†	†	†	†	†	1.56	2.44
75th percentile	†	†	†	†	†	1.68	2.81
Maximum	†	†	†	†	†	1.99	3.94

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-12. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for Hispanic or Latino students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	23.30	1.30	0.92	2,110	1.41	2.00
Attained degree at any institution	PRATT6Y = 1, 2	40.80	1.97	1.07	2,110	1.85	3.41
No degree from any institution	PRATT6Y = 3, 4	59.20	1.97	1.07	2,110	1.85	3.41
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.52	0.83	0.69	2,110	1.20	1.43
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	21.94	1.98	0.90	2,110	2.20	4.82
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	16.83	1.07	0.81	2,110	1.32	1.74
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	23.98	1.99	0.93	2,110	2.14	4.58
No degree from last institution attended	PRLVL6Y = 4, 5, 6	59.20	1.97	1.07	2,110	1.85	3.41
Transferred at least once	TFNUM6Y > 0	30.20	1.45	1.00	2,110	1.45	2.11
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	48.43	1.74	1.09	2,110	1.60	2.56
Currently repaying education loans (for students with loans)	RPYSL09 = 0	52.67	2.22	1.51	1,100	1.47	2.17
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	26.75	3.02	2.02	480	1.49	2.22
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	72.35	2.32	1.35	1,100	1.72	2.96
Currently employed	JOBST09 = 1	74.86	1.63	1.12	1,500	1.45	2.11
Hold license or certification for job	JOBLCH09 = 1	88.60	2.99	2.05	240	1.46	2.13
Self-employed	JOBEMP09 = 6	4.01	0.79	0.59	1,110	1.35	1.82
Current job related to coursework	JOBRCR09 = 1	45.44	2.82	1.80	770	1.57	2.46
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	20.41	1.79	1.21	1,110	1.48	2.19
Satisfied with pay at first job	JOBS09H = 1	60.98	2.42	1.50	1,060	1.62	2.61
Employer offers medical insurance	JBEN09B = 1	77.49	1.88	1.28	1,060	1.47	2.15
Consider current job start of career	JOBCAR09 = 1	49.47	2.25	1.50	1,110	1.50	2.26
Currently looking for job, for unemployed	UNEMPL09 = 1	73.86	3.70	2.23	390	1.66	2.75
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	34.80	1.94	1.25	1,460	1.56	2.42
Receiving unemployment compensation	UNEMCP09 = 1	26.64	3.80	2.60	290	1.46	2.14
Has a disability	DISABL09 = 1	13.23	1.06	0.74	2,110	1.44	2.09
Single, never married	SMAR09 = 1	60.27	1.67	1.06	2,110	1.57	2.45
Has any dependent children	DEPANY09 = 1	44.78	1.87	1.08	2,110	1.73	2.98
Received any untaxed benefits in 2008	UNTAX09 = 1	9.20	1.00	0.63	2,110	1.59	2.53
Has any credit cards in 2009	CRDANY09 = 1	62.94	1.43	1.05	2,110	1.36	1.86
Payoff credit card balance	CRDPAY09 = 1	38.36	1.87	1.33	1,340	1.41	1.99
Community service/volunteer work in last year	COMSRV09 = 1	26.38	1.40	0.96	2,110	1.46	2.13
Ever voted	VOTEVE09 = 1	84.46	1.11	0.83	1,920	1.34	1.80

See notes at end of table.

Table L-12. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for Hispanic or Latino students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.56	2.49
Minimum	†	†	†	†	†	1.20	1.43
25th percentile	†	†	†	†	†	1.45	2.10
Median	†	†	†	†	†	1.48	2.20
75th percentile	†	†	†	†	†	1.64	2.68
Maximum	†	†	†	†	†	2.20	4.82

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-13. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for Asian students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	22.46	2.76	1.50	770	1.84	3.37
Attained degree at any institution	PRATT6Y = 1, 2	57.93	2.92	1.78	770	1.64	2.70
No degree from any institution	PRATT6Y = 3, 4	42.07	2.92	1.78	770	1.64	2.70
Earned a bachelor's degree at first institution	PROUTFI6 = 1	32.17	2.40	1.68	770	1.43	2.03
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	10.07	1.71	1.08	770	1.58	2.49
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	45.71	2.84	1.79	770	1.59	2.52
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	12.22	1.58	1.18	770	1.34	1.80
No degree from last institution attended	PRLVL6Y = 4, 5, 6	42.07	2.92	1.78	770	1.64	2.70
Transferred at least once	TFNUM6Y > 0	40.24	3.04	1.76	770	1.73	2.98
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	41.81	2.54	1.77	770	1.43	2.05
Currently repaying education loans (for students with loans)	RPYSL09 = 0	48.91	4.70	2.74	330	1.72	2.95
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	29.69	2.86	2.29	400	1.25	1.56
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	88.56	2.32	1.47	470	1.58	2.49
Currently employed	JOBST09 = 1	75.58	2.84	1.91	510	1.49	2.21
Hold license or certification for job	JOBLCH09 = 1	81.63	6.26	4.41	80	1.42	2.01
Self-employed	JOBEMP09 = 6	6.30	2.02	1.23	390	1.64	2.70
Current job related to coursework	JOBRCR09 = 1	52.24	4.53	3.65	190	1.24	1.53
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	44.06	3.30	2.51	390	1.31	1.73
Satisfied with pay at first job	JOBS09H = 1	54.84	3.27	2.58	370	1.27	1.61
Employer offers medical insurance	JBEN09B = 1	76.42	3.25	2.20	370	1.48	2.19
Consider current job start of career	JOBCAR09 = 1	60.63	3.29	2.47	390	1.33	1.77
Currently looking for job, for unemployed	UNEMPL09 = 1	73.60	5.15	4.11	120	1.25	1.57
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	31.05	2.63	2.09	490	1.26	1.59
Receiving unemployment compensation	UNEMCP09 = 1	17.63	5.08	4.29	80	1.18	1.40
Has a disability	DISABL09 = 1	9.31	1.57	1.05	770	1.51	2.27
Single, never married	SMAR09 = 1	82.67	2.07	1.36	770	1.52	2.32
Has any dependent children	DEPANY09 = 1	13.28	1.82	1.22	770	1.49	2.23
Received any untaxed benefits in 2008	UNTAX09 = 1	2.99	0.91	0.61	770	1.49	2.23
Has any credit cards in 2009	CRDANY09 = 1	82.40	2.18	1.37	770	1.59	2.54
Payoff credit card balance	CRDPAY09 = 1	61.74	2.92	1.92	640	1.52	2.30
Community service/volunteer work in last year	COMSRV09 = 1	36.07	2.41	1.73	770	1.40	1.95
Ever voted	VOTEVE09 = 1	78.41	1.94	1.68	600	1.15	1.33

See notes at end of table.

Table L-13. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for Asian students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.47	2.18
Minimum	†	†	†	†	†	1.15	1.33
25th percentile	†	†	†	†	†	1.32	1.75
Median	†	†	†	†	†	1.49	2.22
75th percentile	†	†	†	†	†	1.59	2.53
Maximum	†	†	†	†	†	1.84	3.37

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-14. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students of other race/ethnicities including more than one race: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	25.28	2.40	1.48	860	1.62	2.62
Attained degree at any institution	PRATT6Y = 1, 2	44.56	2.57	1.69	860	1.52	2.30
No degree from any institution	PRATT6Y = 3, 4	55.44	2.57	1.69	860	1.52	2.30
Earned a bachelor's degree at first institution	PROUTFI6 = 1	20.59	2.31	1.38	860	1.67	2.80
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	13.94	1.72	1.18	860	1.46	2.12
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	27.41	2.43	1.52	860	1.60	2.56
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	17.15	2.04	1.28	860	1.59	2.52
No degree from last institution attended	PRLVL6Y = 4, 5, 6	55.44	2.57	1.69	860	1.52	2.30
Transferred at least once	TFNUM6Y > 0	34.30	2.77	1.62	860	1.71	2.93
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	52.62	2.30	1.70	860	1.35	1.83
Currently repaying education loans (for students with loans)	RPYSL09 = 0	53.23	4.02	2.34	460	1.72	2.95
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	21.01	3.17	2.46	270	1.29	1.66
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	80.23	2.99	1.83	480	1.64	2.68
Currently employed	JOBST09 = 1	74.56	2.73	1.76	610	1.55	2.40
Hold license or certification for job	JOBLCH09 = 1	89.55	3.74	3.00	100	1.25	1.56
Self-employed	JOBEMP09 = 6	5.15	1.79	1.03	460	1.74	3.01
Current job related to coursework	JOBRCR09 = 1	32.85	4.11	2.83	280	1.45	2.10
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	24.04	2.60	1.99	460	1.30	1.70
Satisfied with pay at first job	JOBS09H = 1	53.46	3.37	2.38	440	1.42	2.01
Employer offers medical insurance	JBEN09B = 1	75.62	2.91	2.05	440	1.42	2.02
Consider current job start of career	JOBCAR09 = 1	47.41	4.57	2.33	460	1.96	3.85
Currently looking for job, for unemployed	UNEMPL09 = 1	62.35	5.80	3.92	150	1.48	2.19
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	29.18	2.69	1.87	590	1.43	2.06
Receiving unemployment compensation	UNEMCP09 = 1	21.64	5.29	4.06	100	1.30	1.70
Has a disability	DISABL09 = 1	17.77	1.94	1.30	860	1.49	2.22
Single, never married	SMAR09 = 1	66.84	2.66	1.60	860	1.66	2.75
Has any dependent children	DEPANY09 = 1	33.86	2.84	1.61	860	1.76	3.10
Received any untaxed benefits in 2008	UNTAX09 = 1	10.71	1.70	1.05	860	1.61	2.60
Has any credit cards in 2009	CRDANY09 = 1	57.41	2.76	1.69	860	1.64	2.69
Payoff credit card balance	CRDPAY09 = 1	44.59	3.08	2.18	520	1.42	2.01
Community service/volunteer work in last year	COMSRV09 = 1	34.35	2.48	1.62	860	1.53	2.34
Ever voted	VOTEVE09 = 1	86.27	1.81	1.20	830	1.51	2.29

See notes at end of table.

Table L-14. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students of other race/ethnicities including more than one race: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.53	2.38
Minimum	†	†	†	†	†	1.25	1.56
25th percentile	†	†	†	†	†	1.43	2.04
Median	†	†	†	†	†	1.52	2.30
75th percentile	†	†	†	†	†	1.64	2.68
Maximum	†	†	†	†	†	1.96	3.85

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-15. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for male, White students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	17.75	1.04	0.57	4,550	1.83	3.34
Attained degree at any institution	PRATT6Y = 1, 2	50.62	1.05	0.74	4,550	1.42	2.02
No degree from any institution	PRATT6Y = 3, 4	49.38	1.05	0.74	4,550	1.42	2.02
Earned a bachelor's degree at first institution	PROUTFI6 = 1	25.74	1.03	0.65	4,550	1.59	2.52
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	13.41	0.94	0.51	4,550	1.85	3.43
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	35.00	1.10	0.71	4,550	1.56	2.44
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	15.62	1.13	0.54	4,550	2.10	4.41
No degree from last institution attended	PRLVL6Y = 4, 5, 6	49.38	1.05	0.74	4,550	1.42	2.02
Transferred at least once	TFNUM6Y > 0	31.33	1.45	0.69	4,550	2.11	4.46
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	49.04	1.26	0.74	4,550	1.70	2.90
Currently repaying education loans (for students with loans)	RPYSL09 = 0	61.64	1.89	1.01	2,310	1.87	3.50
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	22.83	1.33	0.95	1,970	1.41	1.98
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	77.99	1.51	0.81	2,620	1.86	3.46
Currently employed	JOBST09 = 1	83.20	1.22	0.65	3,310	1.88	3.53
Hold license or certification for job	JOBLCH09 = 1	89.37	2.51	1.39	490	1.81	3.27
Self-employed	JOBEMP09 = 6	5.24	0.75	0.42	2,800	1.78	3.18
Current job related to coursework	JOBRCR09 = 1	34.96	2.36	1.25	1,460	1.89	3.59
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	30.07	1.18	0.87	2,800	1.37	1.86
Satisfied with pay at first job	JOBS09H = 1	62.84	1.32	0.94	2,670	1.41	2.00
Employer offers medical insurance	JBEN09B = 1	78.80	1.35	0.79	2,670	1.70	2.90
Consider current job start of career	JOBCAR09 = 1	55.98	1.50	0.94	2,800	1.60	2.56
Currently looking for job, for unemployed	UNEMPL09 = 1	76.30	2.83	1.87	520	1.51	2.29
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	23.49	1.24	0.74	3,260	1.67	2.79
Receiving unemployment compensation	UNEMCP09 = 1	31.97	3.70	2.32	400	1.59	2.54
Has a disability	DISABL09 = 1	14.37	0.80	0.52	4,550	1.54	2.38
Single, never married	SMAR09 = 1	70.55	1.40	0.68	4,550	2.08	4.32
Has any dependent children	DEPANY09 = 1	21.43	1.43	0.61	4,550	2.36	5.56
Received any untaxed benefits in 2008	UNTAX09 = 1	4.63	0.49	0.31	4,550	1.58	2.49
Has any credit cards in 2009	CRDANY09 = 1	67.83	1.27	0.69	4,550	1.84	3.38
Payoff credit card balance	CRDPAY09 = 1	55.17	1.90	0.89	3,130	2.14	4.59
Community service/volunteer work in last year	COMSRV09 = 1	33.20	1.02	0.70	4,550	1.46	2.12
Ever voted	VOTEVE09 = 1	89.29	0.77	0.46	4,510	1.67	2.78

See notes at end of table.

Table L-15. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for male, White students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.72	3.02
Minimum	†	†	†	†	†	1.37	1.86
25th percentile	†	†	†	†	†	1.53	2.33
Median	†	†	†	†	†	1.69	2.84
75th percentile	†	†	†	†	†	1.87	3.48
Maximum	†	†	†	†	†	2.36	5.56

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-16. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for male, Black or African American students 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	27.10	2.72	1.57	800	1.73	3.00
Attained degree at any institution	PRATT6Y = 1, 2	35.27	2.73	1.69	800	1.62	2.63
No degree from any institution	PRATT6Y = 3, 4	64.73	2.73	1.69	800	1.62	2.63
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.97	1.43	1.14	800	1.25	1.56
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	15.13	2.60	1.26	800	2.06	4.24
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	16.56	1.67	1.31	800	1.27	1.62
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	18.71	2.56	1.38	800	1.86	3.47
No degree from last institution attended	PRLVL6Y = 4, 5, 6	64.73	2.73	1.69	800	1.62	2.63
Transferred at least once	TFNUM6Y > 0	35.39	2.60	1.69	800	1.54	2.38
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	62.91	3.27	1.70	800	1.92	3.69
Currently repaying education loans (for students with loans)	RPYSL09 = 0	46.04	2.93	2.16	530	1.36	1.84
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	17.38	3.25	2.95	170	1.10	1.22
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	70.72	3.90	2.22	420	1.75	3.08
Currently employed	JOBST09 = 1	72.88	2.65	1.86	570	1.42	2.02
Hold license or certification for job	JOBLCH09 = 1	90.91	5.43	2.92	100	1.86	3.47
Self-employed	JOBEMP09 = 6	5.38	1.46	1.10	420	1.32	1.75
Current job related to coursework	JOBRCR09 = 1	29.40	4.00	2.61	310	1.53	2.36
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	14.84	2.65	1.74	420	1.53	2.33
Satisfied with pay at first job	JOBS09H = 1	54.17	4.01	2.51	400	1.60	2.56
Employer offers medical insurance	JBEN09B = 1	78.71	3.23	2.06	400	1.57	2.46
Consider current job start of career	JOBCAR09 = 1	45.15	4.12	2.43	420	1.69	2.87
Currently looking for job, for unemployed	UNEMPL09 = 1	79.76	4.38	3.28	150	1.34	1.78
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	44.63	3.18	2.10	560	1.51	2.28
Receiving unemployment compensation	UNEMCP09 = 1	32.81	6.19	4.34	120	1.43	2.03
Has a disability	DISABL09 = 1	8.98	1.54	1.01	800	1.53	2.34
Single, never married	SMAR09 = 1	68.29	3.19	1.64	800	1.94	3.78
Has any dependent children	DEPANY09 = 1	40.53	3.08	1.73	800	1.78	3.17
Received any untaxed benefits in 2008	UNTAX09 = 1	10.31	1.64	1.07	800	1.53	2.34
Has any credit cards in 2009	CRDANY09 = 1	36.28	2.64	1.70	800	1.56	2.43
Payoff credit card balance	CRDPAY09 = 1	37.78	4.26	2.74	310	1.56	2.42
Community service/volunteer work in last year	COMSRV09 = 1	33.09	2.92	1.66	800	1.76	3.09
Ever voted	VOTEVE09 = 1	91.61	1.45	1.01	750	1.43	2.06

See notes at end of table.

Table L-16. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for male, Black or African American students 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.58	2.55
Minimum	†	†	†	†	†	1.10	1.22
25th percentile	†	†	†	†	†	1.43	2.05
Median	†	†	†	†	†	1.56	2.42
75th percentile	†	†	†	†	†	1.74	3.04
Maximum	†	†	†	†	†	2.06	4.24

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-17. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for male, Hispanic or Latino students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	23.67	2.13	1.50	800	1.42	2.02
Attained degree at any institution	PRATT6Y = 1, 2	37.52	2.59	1.71	800	1.52	2.30
No degree from any institution	PRATT6Y = 3, 4	62.48	2.59	1.71	800	1.52	2.30
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.34	1.40	1.12	800	1.26	1.58
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	18.61	2.36	1.37	800	1.72	2.95
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	16.33	1.66	1.30	800	1.27	1.62
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	21.19	2.59	1.44	800	1.80	3.22
No degree from last institution attended	PRLVL6Y = 4, 5, 6	62.48	2.59	1.71	800	1.52	2.30
Transferred at least once	TFNUM6Y > 0	32.42	2.67	1.65	800	1.61	2.61
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	45.64	3.02	1.76	800	1.72	2.95
Currently repaying education loans (for students with loans)	RPYSL09 = 0	54.49	3.38	2.47	410	1.37	1.87
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	23.04	4.40	3.15	180	1.40	1.95
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	73.28	3.59	2.15	420	1.67	2.79
Currently employed	JOBST09 = 1	75.46	2.71	1.82	560	1.49	2.21
Hold license or certification for job	JOBLC09 = 1	87.26	5.41	3.62	90	1.50	2.24
Self-employed	JOBEMP09 = 6	7.24	1.76	1.27	420	1.39	1.93
Current job related to coursework	JOBRCR09 = 1	52.57	4.45	2.97	280	1.50	2.24
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	20.16	2.89	1.96	420	1.48	2.18
Satisfied with pay at first job	JOBS09H = 1	63.98	3.42	2.43	390	1.40	1.97
Employer offers medical insurance	JBEN09B = 1	80.62	2.93	2.00	390	1.46	2.13
Consider current job start of career	JOBCAR09 = 1	54.04	3.76	2.43	420	1.54	2.38
Currently looking for job, for unemployed	UNEMPL09 = 1	85.44	4.20	3.00	140	1.40	1.96
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	34.10	3.16	2.04	540	1.55	2.40
Receiving unemployment compensation	UNEMCP09 = 1	25.81	5.70	4.01	120	1.42	2.02
Has a disability	DISABL09 = 1	16.01	1.80	1.29	800	1.39	1.94
Single, never married	SMAR09 = 1	66.38	2.85	1.67	800	1.71	2.93
Has any dependent children	DEPANY09 = 1	34.68	2.56	1.68	800	1.52	2.32
Received any untaxed benefits in 2008	UNTAX09 = 1	3.72	1.13	0.67	800	1.69	2.87
Has any credit cards in 2009	CRDANY09 = 1	60.92	2.66	1.72	800	1.54	2.38
Payoff credit card balance	CRDPAY09 = 1	42.10	3.36	2.19	510	1.53	2.35
Community service/volunteer work in last year	COMSRV09 = 1	29.31	2.57	1.61	800	1.60	2.57
Ever voted	VOTEVE09 = 1	83.30	1.90	1.38	730	1.37	1.88

See notes at end of table.

Table L-17. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for male, Hispanic or Latino students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.51	2.29
Minimum	†	†	†	†	†	1.26	1.58
25th percentile	†	†	†	†	†	1.40	1.96
Median	†	†	†	†	†	1.51	2.27
75th percentile	†	†	†	†	†	1.58	2.48
Maximum	†	†	†	†	†	1.80	3.22

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-18. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for male, Asian students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	30.60	4.66	2.43	360	1.92	3.68
Attained degree at any institution	PRATT6Y = 1, 2	48.25	4.52	2.63	360	1.72	2.96
No degree from any institution	PRATT6Y = 3, 4	51.75	4.52	2.63	360	1.72	2.96
Earned a bachelor's degree at first institution	PROUTFI6 = 1	24.34	3.07	2.26	360	1.36	1.85
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	8.58	2.24	1.47	360	1.52	2.31
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	38.72	3.83	2.56	360	1.50	2.24
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	9.53	2.22	1.55	360	1.44	2.07
No degree from last institution attended	PRLVL6Y = 4, 5, 6	51.75	4.52	2.63	360	1.72	2.96
Transferred at least once	TFNUM6Y > 0	47.32	4.62	2.63	360	1.76	3.09
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	40.86	3.70	2.59	360	1.43	2.04
Currently repaying education loans (for students with loans)	RPYSL09 = 0	43.72	6.86	3.95	160	1.74	3.02
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	31.68	4.18	3.55	170	1.18	1.39
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	89.53	3.11	2.06	220	1.51	2.28
Currently employed	JOBST09 = 1	74.54	3.90	2.92	220	1.33	1.78
Hold license or certification for job	JOBLCH09 = 1	77.29	9.94	7.41	30	1.34	1.80
Self-employed	JOBEMP09 = 6	9.46	3.81	2.23	170	1.71	2.92
Current job related to coursework	JOBRCR09 = 1	59.85	6.78	5.17	90	1.31	1.72
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	37.02	4.62	3.68	170	1.26	1.58
Satisfied with pay at first job	JOBS09H = 1	55.06	5.25	3.94	160	1.33	1.77
Employer offers medical insurance	JBEN09B = 1	81.01	3.72	3.11	160	1.20	1.43
Consider current job start of career	JOBCAR09 = 1	66.36	4.74	3.60	170	1.31	1.73
Currently looking for job, for unemployed	UNEMPL09 = 1	73.18	7.21	6.27	50	1.15	1.32
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	35.66	4.58	3.27	220	1.40	1.96
Receiving unemployment compensation	UNEMCP09 = 1	23.85	8.69	7.31	30	1.19	1.41
Has a disability	DISABL09 = 1	11.49	2.52	1.68	360	1.50	2.26
Single, never married	SMAR09 = 1	89.14	2.41	1.64	360	1.47	2.17
Has any dependent children	DEPANY09 = 1	9.67	2.18	1.56	360	1.40	1.96
Received any untaxed benefits in 2008	UNTAX09 = 1	1.08	0.88	0.54	360	1.62	2.64
Has any credit cards in 2009	CRDANY09 = 1	83.52	3.20	1.95	360	1.64	2.69
Payoff credit card balance	CRDPAY09 = 1	59.99	3.87	2.82	300	1.37	1.89
Community service/volunteer work in last year	COMSRV09 = 1	30.96	3.58	2.43	360	1.47	2.16
Ever voted	VOTEVE09 = 1	77.91	3.19	2.50	280	1.27	1.62

See notes at end of table.

Table L-18. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for male, Asian students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.46	2.18
Minimum	†	†	†	†	†	1.15	1.32
25th percentile	†	†	†	†	†	1.32	1.75
Median	†	†	†	†	†	1.43	2.06
75th percentile	†	†	†	†	†	1.63	2.66
Maximum	†	†	†	†	†	1.92	3.68

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-19. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students who are male, other race/ethnicities including more than one race: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	21.74	3.51	2.19	360	1.60	2.56
Attained degree at any institution	PRATT6Y = 1, 2	42.48	3.59	2.62	360	1.37	1.87
No degree from any institution	PRATT6Y = 3, 4	57.52	3.59	2.62	360	1.37	1.87
Earned a bachelor's degree at first institution	PROUTFI6 = 1	18.80	2.47	2.07	360	1.19	1.42
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	12.17	2.40	1.73	360	1.38	1.91
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	26.69	3.08	2.35	360	1.31	1.72
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	15.79	2.63	1.94	360	1.36	1.85
No degree from last institution attended	PRLVL6Y = 4, 5, 6	57.52	3.59	2.62	360	1.37	1.87
Transferred at least once	TFNUM6Y > 0	35.15	3.65	2.53	360	1.44	2.08
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	46.55	4.02	2.65	360	1.52	2.30
Currently repaying education loans (for students with loans)	RPYSL09 = 0	49.97	5.49	3.79	170	1.45	2.10
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	12.90	3.53	3.09	120	1.14	1.31
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	79.08	4.41	3.00	180	1.47	2.16
Currently employed	JOBST09 = 1	76.84	3.80	2.55	270	1.49	2.22
Hold license or certification for job	JOBLCH09 = 1	85.39	6.37	5.66	40	1.13	1.27
Self-employed	JOBEMP09 = 6	2.51	1.23	1.07	210	1.15	1.31
Current job related to coursework	JOBRCR09 = 1	48.22	6.59	4.45	130	1.48	2.19
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	23.14	3.13	2.89	210	1.08	1.17
Satisfied with pay at first job	JOBS09H = 1	56.23	5.08	3.46	210	1.47	2.16
Employer offers medical insurance	JBEN09B = 1	75.87	4.16	2.98	210	1.40	1.95
Consider current job start of career	JOBCAR09 = 1	47.23	5.33	3.42	210	1.56	2.43
Currently looking for job, for unemployed	UNEMPL09 = 1	62.29	7.99	6.26	60	1.28	1.63
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	29.34	3.63	2.80	270	1.30	1.68
Receiving unemployment compensation	UNEMCP09= 1	26.40	9.44	7.15	40	1.32	1.74
Has a disability	DISABL09 = 1	15.94	2.41	1.94	360	1.24	1.54
Single, never married	SMAR09 = 1	72.74	3.50	2.36	360	1.48	2.19
Has any dependent children	DEPANY09 = 1	29.91	3.58	2.43	360	1.47	2.17
Received any untaxed benefits in 2008	UNTAX09 = 1	8.37	2.02	1.47	360	1.37	1.89
Has any credit cards in 2009	CRDANY09 = 1	58.69	3.99	2.61	360	1.53	2.33
Payoff credit card balance	CRDPAY09 = 1	53.06	5.03	3.44	210	1.47	2.15
Community service/volunteer work in last year	COMSRV09 = 1	31.07	3.63	2.46	360	1.48	2.18
Ever voted	VOTEVE09 = 1	86.43	2.40	1.85	340	1.30	1.69

See notes at end of table.

Table L-19. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students who are male, other race/ethnicities including more than one race: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.37	1.90
Minimum	†	†	†	†	†	1.08	1.17
25th percentile	†	†	†	†	†	1.30	1.69
Median	†	†	†	†	†	1.38	1.90
75th percentile	†	†	†	†	†	1.47	2.17
Maximum	†	†	†	†	†	1.60	2.56

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-20. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for female, White students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	17.42	0.76	0.48	6,190	1.58	2.50
Attained degree at any institution	PRATT6Y = 1, 2	56.60	1.02	0.63	6,190	1.62	2.61
No degree from any institution	PRATT6Y = 3, 4	43.40	1.02	0.63	6,190	1.62	2.61
Earned a bachelor's degree at first institution	PROUTFI6 = 1	27.38	0.97	0.57	6,190	1.71	2.93
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	17.41	0.69	0.48	6,190	1.43	2.03
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	37.14	1.01	0.61	6,190	1.64	2.69
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	19.47	0.76	0.50	6,190	1.52	2.30
No degree from last institution attended	PRLVL6Y = 4, 5, 6	43.40	1.02	0.63	6,190	1.62	2.61
Transferred at least once	TFNUM6Y > 0	30.11	0.79	0.58	6,190	1.36	1.86
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	54.77	1.19	0.63	6,190	1.88	3.52
Currently repaying education loans (for students with loans)	RPYSL09 = 0	56.98	1.33	0.85	3,420	1.57	2.46
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	31.30	1.21	0.89	2,720	1.37	1.87
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	78.80	1.11	0.66	3,800	1.68	2.82
Currently employed	JOBST09 = 1	82.46	0.89	0.58	4,370	1.54	2.37
Hold license or certification for job	JOBLCH09 = 1	92.87	1.52	0.90	820	1.69	2.84
Self-employed	JOBEMP09 = 6	3.28	0.50	0.30	3,610	1.70	2.88
Current job related to coursework	JOBRCR09 = 1	39.84	1.83	1.18	1,730	1.56	2.42
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	35.89	1.18	0.80	3,610	1.48	2.19
Satisfied with pay at first job	JOBS09H = 1	57.98	1.30	0.84	3,480	1.55	2.40
Employer offers medical insurance	JBEN09B = 1	78.17	1.02	0.70	3,480	1.46	2.13
Consider current job start of career	JOBCAR09 = 1	54.95	1.19	0.83	3,610	1.43	2.06
Currently looking for job, for unemployed	UNEMPL09 = 1	56.32	2.90	1.80	760	1.61	2.59
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	20.23	1.07	0.61	4,320	1.76	3.10
Receiving unemployment compensation	UNEMCP09 = 1	24.80	3.37	2.09	430	1.61	2.60
Has a disability	DISABL09 = 1	15.56	0.75	0.46	6,190	1.63	2.65
Single, never married	SMAR09 = 1	57.62	1.05	0.63	6,190	1.68	2.81
Has any dependent children	DEPANY09 = 1	33.64	1.02	0.60	6,190	1.70	2.88
Received any untaxed benefits in 2008	UNTAX09 = 1	8.57	0.62	0.36	6,190	1.74	3.02
Has any credit cards in 2009	CRDANY09 = 1	71.49	0.85	0.57	6,190	1.49	2.22
Payoff credit card balance	CRDPAY09 = 1	48.14	1.15	0.75	4,490	1.55	2.39
Community service/volunteer work in last year	COMSRV09 = 1	36.57	0.86	0.61	6,190	1.40	1.96
Ever voted	VOTEVE09 = 1	90.13	0.50	0.38	6,130	1.32	1.74

See notes at end of table.

Table L-20. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for female, White students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.58	2.50
Minimum	†	†	†	†	†	1.32	1.74
25th percentile	†	†	†	†	†	1.48	2.20
Median	†	†	†	†	†	1.60	2.55
75th percentile	†	†	†	†	†	1.68	2.82
Maximum	†	†	†	†	†	1.88	3.52

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-21. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for female, Black or African American students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	26.01	1.65	1.17	1,400	1.40	1.97
Attained degree at any institution	PRATT6Y = 1, 2	37.74	2.16	1.30	1,400	1.67	2.77
No degree from any institution	PRATT6Y = 3, 4	62.26	2.16	1.30	1,400	1.67	2.77
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.92	1.29	0.87	1,400	1.49	2.21
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	18.16	1.78	1.03	1,400	1.73	2.98
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	16.81	1.55	1.00	1,400	1.55	2.41
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	20.93	1.83	1.09	1,400	1.68	2.83
No degree from last institution attended	PRLVL6Y = 4, 5, 6	62.26	2.16	1.30	1,400	1.67	2.77
Transferred at least once	TFNUM6Y > 0	32.81	1.77	1.26	1,400	1.41	1.97
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	67.64	2.10	1.25	1,400	1.68	2.82
Currently repaying education loans (for students with loans)	RPYSL09 = 0	41.75	2.39	1.59	970	1.51	2.28
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	36.67	4.11	2.81	300	1.47	2.15
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	66.47	2.46	1.68	790	1.46	2.14
Currently employed	JOBST09 = 1	72.64	2.26	1.49	900	1.52	2.31
Hold license or certification for job	JOBLCH09 = 1	89.86	3.33	2.48	150	1.34	1.80
Self-employed	JOBEMP09 = 6	5.13	1.34	0.87	650	1.55	2.40
Current job related to coursework	JOBRCR09 = 1	47.02	3.62	2.37	440	1.53	2.33
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	24.67	2.68	1.69	650	1.58	2.50
Satisfied with pay at first job	JOBS09H = 1	54.90	3.01	2.00	620	1.51	2.27
Employer offers medical insurance	JBEN09B = 1	83.07	2.23	1.51	620	1.48	2.19
Consider current job start of career	JOBCAR09 = 1	49.35	2.98	1.96	650	1.52	2.31
Currently looking for job, for unemployed	UNEMPL09 = 1	61.14	4.52	3.10	250	1.46	2.12
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	38.68	2.72	1.65	880	1.65	2.73
Receiving unemployment compensation	UNEMCP09= 1	21.97	6.16	3.19	170	1.94	3.74
Has a disability	DISABL09 = 1	13.28	1.45	0.91	1,400	1.59	2.54
Single, never married	SMAR09 = 1	67.76	1.90	1.25	1,400	1.52	2.31
Has any dependent children	DEPANY09 = 1	58.42	2.09	1.32	1,400	1.58	2.50
Received any untaxed benefits in 2008	UNTAX09 = 1	27.71	2.16	1.20	1,400	1.81	3.26
Has any credit cards in 2009	CRDANY09 = 1	36.72	1.89	1.29	1,400	1.46	2.14
Payoff credit card balance	CRDPAY09 = 1	27.50	3.19	1.90	550	1.68	2.82
Community service/volunteer work in last year	COMSRV09 = 1	28.97	1.64	1.21	1,400	1.35	1.82
Ever voted	VOTEVE09 = 1	93.23	1.12	0.69	1,330	1.63	2.66

See notes at end of table.

Table L-21. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for female, Black or African American students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.56	2.46
Minimum	†	†	†	†	†	1.34	1.80
25th percentile	†	†	†	†	†	1.47	2.17
Median	†	†	†	†	†	1.54	2.36
75th percentile	†	†	†	†	†	1.67	2.77
Maximum	†	†	†	†	†	1.94	3.74

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-22. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for female, Hispanic or Latino students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	23.05	1.65	1.16	1,310	1.42	2.01
Attained degree at any institution	PRATT6Y = 1, 2	42.95	2.51	1.37	1,310	1.83	3.36
No degree from any institution	PRATT6Y = 3, 4	57.05	2.51	1.37	1,310	1.83	3.36
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.63	1.08	0.89	1,310	1.22	1.50
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	24.11	2.41	1.18	1,310	2.03	4.14
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	17.15	1.33	1.04	1,310	1.27	1.62
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	25.81	2.36	1.21	1,310	1.95	3.80
No degree from last institution attended	PRLVL6Y = 4, 5, 6	57.05	2.51	1.37	1,310	1.83	3.36
Transferred at least once	TFNUM6Y > 0	28.74	1.65	1.25	1,310	1.32	1.75
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	50.27	2.19	1.38	1,310	1.58	2.51
Currently repaying education loans (for students with loans)	RPYSL09 = 0	51.56	2.83	1.90	690	1.49	2.21
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	29.06	3.91	2.63	300	1.49	2.22
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	71.70	3.15	1.73	680	1.82	3.32
Currently employed	JOBST09 = 1	74.47	2.14	1.42	940	1.51	2.28
Hold license or certification for job	JOBLCH09 = 1	89.54	3.53	2.45	160	1.44	2.08
Self-employed	JOBEMP09 = 6	1.90	0.66	0.52	690	1.28	1.63
Current job related to coursework	JOBRCR09 = 1	40.96	3.27	2.23	490	1.47	2.15
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	20.58	2.18	1.54	690	1.42	2.01
Satisfied with pay at first job	JOBS09H = 1	59.13	3.05	1.90	670	1.61	2.59
Employer offers medical insurance	JBEN09B = 1	75.55	2.51	1.66	670	1.51	2.29
Consider current job start of career	JOBCAR09 = 1	46.48	2.77	1.89	690	1.46	2.13
Currently looking for job, for unemployed	UNEMPL09 = 1	66.66	5.45	2.98	250	1.83	3.34
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	35.26	2.38	1.58	920	1.51	2.28
Receiving unemployment compensation	UNEMCP09= 1	27.30	4.82	3.42	170	1.41	1.99
Has a disability	DISABL09 = 1	11.40	1.38	0.88	1,310	1.57	2.47
Single, never married	SMAR09 = 1	56.27	2.06	1.37	1,310	1.50	2.25
Has any dependent children	DEPANY09 = 1	51.40	2.28	1.38	1,310	1.65	2.72
Received any untaxed benefits in 2008	UNTAX09 = 1	12.80	1.34	0.92	1,310	1.45	2.11
Has any credit cards in 2009	CRDANY09 = 1	64.27	2.04	1.32	1,310	1.54	2.36
Payoff credit card balance	CRDPAY09 = 1	36.03	2.12	1.66	840	1.28	1.63
Community service/volunteer work in last year	COMSRV09 = 1	24.46	1.55	1.19	1,310	1.30	1.70
Ever voted	VOTEVE09 = 1	85.22	1.50	1.03	1,190	1.46	2.12

See notes at end of table.

Table L-22. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for female, Hispanic or Latino students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.54	2.42
Minimum	†	†	†	†	†	1.22	1.50
25th percentile	†	†	†	†	†	1.42	2.01
Median	†	†	†	†	†	1.50	2.24
75th percentile	†	†	†	†	†	1.63	2.66
Maximum	†	†	†	†	†	2.03	4.14

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-23. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for female, Asian students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	14.07	2.33	1.71	410	1.36	1.85
Attained degree at any institution	PRATT6Y = 1, 2	67.88	3.42	2.30	410	1.48	2.20
No degree from any institution	PRATT6Y = 3, 4	32.12	3.42	2.30	410	1.48	2.20
Earned a bachelor's degree at first institution	PROUTFI6 = 1	40.23	3.27	2.42	410	1.35	1.83
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	11.61	2.07	1.58	410	1.31	1.72
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	52.90	3.60	2.46	410	1.46	2.15
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	14.98	2.58	1.76	410	1.47	2.15
No degree from last institution attended	PRLVL6Y = 4, 5, 6	32.12	3.42	2.30	410	1.48	2.20
Transferred at least once	TFNUM6Y > 0	32.95	3.18	2.32	410	1.37	1.89
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	42.79	3.64	2.44	410	1.49	2.23
Currently repaying education loans (for students with loans)	RPYSL09 = 0	54.63	5.21	3.76	180	1.38	1.91
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	28.18	3.83	2.99	230	1.28	1.64
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	87.66	3.28	2.08	250	1.57	2.47
Currently employed	JOBST09 = 1	76.41	3.44	2.52	280	1.37	1.87
Hold license or certification for job	JOBLCH09 = 1	84.94	7.96	5.33	50	1.49	2.23
Self-employed	JOBEMP09 = 6	3.80	1.86	1.29	220	1.44	2.06
Current job related to coursework	JOBRCR09 = 1	44.87	6.56	5.05	100	1.30	1.69
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	49.62	4.36	3.38	220	1.29	1.67
Satisfied with pay at first job	JOBS09H = 1	54.67	3.99	3.40	210	1.17	1.37
Employer offers medical insurance	JBEN09B = 1	73.00	4.45	3.03	210	1.47	2.15
Consider current job start of career	JOBCAR09 = 1	56.10	4.17	3.35	220	1.24	1.55
Currently looking for job, for unemployed	UNEMPL09 = 1	73.97	6.95	5.44	70	1.28	1.63
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	27.39	3.35	2.68	280	1.25	1.56
Receiving unemployment compensation	UNEMCP09 = 1	12.26	6.69	4.89	50	1.37	1.87
Has a disability	DISABL09 = 1	7.08	1.56	1.26	410	1.23	1.52
Single, never married	SMAR09 = 1	76.02	3.13	2.10	410	1.49	2.21
Has any dependent children	DEPANY09 = 1	16.98	2.96	1.85	410	1.60	2.57
Received any untaxed benefits in 2008	UNTAX09 = 1	4.95	1.58	1.07	410	1.48	2.18
Has any credit cards in 2009	CRDANY09 = 1	81.25	2.66	1.92	410	1.38	1.91
Payoff credit card balance	CRDPAY09 = 1	63.58	4.36	2.63	340	1.66	2.76
Community service/volunteer work in last year	COMSRV09 = 1	41.32	3.15	2.43	410	1.30	1.69
Ever voted	VOTEVE09 = 1	78.92	2.86	2.26	330	1.27	1.60

See notes at end of table.

Table L-23. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for female, Asian students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.39	1.95
Minimum	†	†	†	†	†	1.17	1.37
25th percentile	†	†	†	†	†	1.30	1.68
Median	†	†	†	†	†	1.38	1.90
75th percentile	†	†	†	†	†	1.48	2.20
Maximum	†	†	†	†	†	1.66	2.76

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-24. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students who are female, other race/ethnicities including more than one race: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	27.84	3.15	1.99	510	1.58	2.50
Attained degree at any institution	PRATT6Y = 1, 2	46.06	3.56	2.22	510	1.61	2.58
No degree from any institution	PRATT6Y = 3, 4	53.94	3.56	2.22	510	1.61	2.58
Earned a bachelor's degree at first institution	PROUTFI6 = 1	21.88	3.35	1.84	510	1.82	3.32
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	15.22	2.37	1.60	510	1.49	2.21
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	27.92	3.36	1.99	510	1.68	2.84
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	18.14	2.73	1.71	510	1.60	2.54
No degree from last institution attended	PRLVL6Y = 4, 5, 6	53.94	3.56	2.22	510	1.61	2.58
Transferred at least once	TFNUM6Y > 0	33.69	3.66	2.10	510	1.74	3.04
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	57.02	2.98	2.20	510	1.35	1.83
Currently repaying education loans (for students with loans)	RPYSL09 = 0	55.18	5.31	2.96	280	1.79	3.21
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	26.61	5.14	3.54	160	1.45	2.11
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	81.08	4.02	2.29	290	1.75	3.07
Currently employed	JOBST09 = 1	72.68	3.67	2.42	340	1.52	2.30
Hold license or certification for job	JOBLCH09 = 1	92.50	4.41	3.27	70	1.35	1.82
Self-employed	JOBEMP09 = 6	7.45	3.52	1.67	250	2.10	4.42
Current job related to coursework	JOBRCR09 = 1	18.56	4.14	3.19	150	1.30	1.69
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	24.82	3.86	2.75	250	1.40	1.96
Satisfied with pay at first job	JOBS09H = 1	50.91	5.84	3.28	230	1.78	3.18
Employer offers medical insurance	JBEN09B = 1	75.38	4.29	2.82	230	1.52	2.32
Consider current job start of career	JOBCAR09 = 1	47.56	5.87	3.18	250	1.84	3.40
Currently looking for job, for unemployed	UNEMPL09 = 1	62.39	7.80	5.02	90	1.55	2.41
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	29.05	4.04	2.53	320	1.60	2.55
Receiving unemployment compensation	UNEMCP09 = 1	18.32	6.48	4.80	70	1.35	1.83
Has a disability	DISABL09 = 1	19.09	2.80	1.75	510	1.60	2.56
Single, never married	SMAR09 = 1	62.57	3.54	2.15	510	1.64	2.71
Has any dependent children	DEPANY09 = 1	36.72	3.66	2.14	510	1.71	2.92
Received any untaxed benefits in 2008	UNTAX09 = 1	12.40	2.54	1.46	510	1.73	3.01
Has any credit cards in 2009	CRDANY09 = 1	56.49	3.40	2.20	510	1.54	2.39
Payoff credit card balance	CRDPAY09 = 1	38.23	3.79	2.76	310	1.37	1.89
Community service/volunteer work in last year	COMSRV09 = 1	36.72	3.47	2.14	510	1.62	2.63
Ever voted	VOTEVE09 = 1	86.16	2.70	1.57	490	1.73	2.98

See notes at end of table.

Table L-24. Design effects for selected variables using the BPS:04/09 study weight (WTA000) for students who are female, other race/ethnicities including more than one race: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.60	2.60
Minimum	†	†	†	†	†	1.30	1.69
25th percentile	†	†	†	†	†	1.50	2.25
Median	†	†	†	†	†	1.60	2.57
75th percentile	†	†	†	†	†	1.73	2.99
Maximum	†	†	†	†	†	2.10	4.42

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-25. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for all students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	20.32	0.57	0.32	16,120	1.81	3.28
Attained degree at any institution	PRATT6Y = 1, 2	49.53	0.68	0.39	16,120	1.73	3.00
No degree from any institution	PRATT6Y = 3, 4	50.47	0.68	0.39	16,120	1.73	3.00
Earned a bachelor's degree at first institution	PROUTFI6 = 1	22.31	0.46	0.33	16,120	1.41	2.00
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	16.53	0.48	0.29	16,120	1.63	2.66
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	30.73	0.56	0.36	16,120	1.54	2.38
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	18.80	0.46	0.31	16,120	1.49	2.23
No degree from last institution attended	PRLVL6Y = 4, 5, 6	50.47	0.68	0.39	16,120	1.73	3.00
Transferred at least once	TFNUM6Y > 0	31.70	0.66	0.37	16,120	1.79	3.20
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	53.57	0.56	0.39	16,120	1.43	2.06
Currently repaying education loans (for students with loans)	RPYSL09 = 0	54.81	0.82	0.53	8,940	1.56	2.43
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	27.57	0.75	0.57	6,250	1.33	1.77
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	76.75	0.73	0.43	9,490	1.67	2.80
Currently employed	JOBST09 = 1	79.56	0.71	0.38	11,310	1.86	3.46
Hold license or certification for job	JOBLCH09 = 1	90.19	1.18	0.68	1,900	1.73	2.98
Self-employed	JOBEMP09 = 6	4.16	0.36	0.21	9,080	1.71	2.94
Current job related to coursework	JOBRCR09 = 1	39.45	1.32	0.70	4,880	1.89	3.58
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	29.81	0.76	0.48	9,080	1.58	2.49
Satisfied with pay at first job	JOBS09H = 1	59.03	0.74	0.53	8,710	1.40	1.96
Employer offers medical insurance	JBEN09B = 1	78.73	0.72	0.44	8,710	1.65	2.71
Consider current job start of career	JOBCAR09 = 1	53.25	0.90	0.52	9,080	1.72	2.95
Currently looking for job, for unemployed	UNEMPL09 = 1	66.58	1.56	1.00	2,220	1.56	2.43
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	27.03	0.74	0.42	11,110	1.75	3.06
Receiving unemployment compensation	UNEMCP09= 1	25.83	1.59	1.13	1,510	1.41	2.00
Has a disability	DISABL09 = 1	14.05	0.41	0.27	16,120	1.49	2.23
Single, never married	SMAR09 = 1	64.75	0.67	0.38	16,120	1.77	3.15
Has any dependent children	DEPANY09 = 1	33.30	0.68	0.37	16,120	1.82	3.32
Received any untaxed benefits in 2008	UNTAX09 = 1	9.30	0.40	0.23	16,120	1.77	3.13
Has any credit cards in 2009	CRDANY09 = 1	63.94	0.72	0.38	16,120	1.89	3.59
Payoff credit card balance	CRDPAY09 = 1	47.74	0.84	0.48	10,690	1.74	3.04
Community service/volunteer work in last year	COMSRV09 = 1	33.29	0.53	0.37	16,120	1.43	2.04
Ever voted	VOTEVE09 = 1	88.83	0.41	0.25	15,550	1.62	2.62

See notes at end of table.

Table L-25. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for all students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.65	2.73
Minimum	†	†	†	†	†	1.33	1.77
25th percentile	†	†	†	†	†	1.52	2.31
Median	†	†	†	†	†	1.69	2.87
75th percentile	†	†	†	†	†	1.76	3.10
Maximum	†	†	†	†	†	1.89	3.59

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-26. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for Students whose base year institution was public, 2-year: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	27.03	1.13	0.61	5,340	1.86	3.45
Attained degree at any institution	PRATT6Y = 1, 2	34.44	0.95	0.65	5,340	1.47	2.15
No degree from any institution	PRATT6Y = 3, 4	65.56	0.95	0.65	5,340	1.47	2.15
Earned a bachelor's degree at first institution	PROUTFI6 = 1	#	†	†	5,340	†	†
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	21.33	0.90	0.56	5,340	1.60	2.56
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	11.57	0.68	0.44	5,340	1.55	2.41
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	22.87	0.86	0.57	5,340	1.50	2.25
No degree from last institution attended	PRLVL6Y = 4, 5, 6	65.56	0.95	0.65	5,340	1.47	2.15
Transferred at least once	TFNUM6Y > 0	39.88	1.26	0.67	5,340	1.87	3.51
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	36.56	1.03	0.66	5,340	1.57	2.46
Currently repaying education loans (for students with loans)	RPYSL09 = 0	45.98	1.74	1.04	2,290	1.67	2.78
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	21.75	2.03	1.54	720	1.32	1.74
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	63.96	1.39	0.92	2,750	1.52	2.32
Currently employed	JOBST09 = 1	78.45	1.29	0.67	3,720	1.92	3.68
Hold license or certification for job	JOBLCH09 = 1	90.29	2.22	1.17	650	1.91	3.63
Self-employed	JOBEMP09 = 6	4.21	0.52	0.37	2,920	1.39	1.93
Current job related to coursework	JOBRCR09 = 1	38.36	1.99	1.05	2,160	1.90	3.61
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	19.05	1.03	0.73	2,920	1.41	2.00
Satisfied with pay at first job	JOBS09H = 1	60.53	1.31	0.93	2,790	1.41	2.00
Employer offers medical insurance	JBEN09B = 1	76.66	1.35	0.80	2,790	1.69	2.87
Consider current job start of career	JOBCAR09 = 1	48.70	1.36	0.92	2,920	1.48	2.18
Currently looking for job, for unemployed	UNEMPL09 = 1	62.44	2.56	1.72	790	1.49	2.22
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	26.15	1.33	0.73	3,600	1.82	3.31
Receiving unemployment compensation	UNEMCP09= 1	28.74	2.59	2.02	500	1.28	1.65
Has a disability	DISABL09 = 1	15.42	0.79	0.49	5,340	1.59	2.52
Single, never married	SMAR09 = 1	57.31	1.12	0.68	5,340	1.66	2.74
Has any dependent children	DEPANY09 = 1	40.55	1.20	0.67	5,340	1.79	3.19
Received any untaxed benefits in 2008	UNTAX09 = 1	9.85	0.60	0.41	5,340	1.48	2.19
Has any credit cards in 2009	CRDANY09 = 1	61.68	1.28	0.67	5,340	1.92	3.69
Payoff credit card balance	CRDPAY09 = 1	40.64	1.47	0.86	3,240	1.71	2.91
Community service/volunteer work in last year	COMSRV09 = 1	29.49	0.94	0.62	5,340	1.51	2.27
Ever voted	VOTEVE09 = 1	87.90	0.65	0.46	5,110	1.42	2.00

See notes at end of table.

Table L-26. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for Students whose base year institution was public, 2-year: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.60	2.60
Minimum	†	†	†	†	†	1.28	1.65
25th percentile	†	†	†	†	†	1.47	2.15
Median	†	†	†	†	†	1.55	2.41
75th percentile	†	†	†	†	†	1.79	3.19
Maximum	†	†	†	†	†	1.92	3.69

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-27. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students whose base year institution was public, 4-year: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	15.25	0.77	0.53	4,570	1.46	2.13
Attained degree at any institution	PRATT6Y = 1, 2	64.85	1.22	0.71	4,570	1.73	3.00
No degree from any institution	PRATT6Y = 3, 4	35.15	1.22	0.71	4,570	1.73	3.00
Earned a bachelor's degree at first institution	PROUTFI6 = 1	51.54	1.22	0.74	4,570	1.65	2.74
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	1.95	0.40	0.20	4,570	1.96	3.83
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	59.50	1.32	0.73	4,570	1.82	3.30
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	5.35	0.48	0.33	4,570	1.46	2.12
No degree from last institution attended	PRLVL6Y = 4, 5, 6	35.15	1.22	0.71	4,570	1.73	3.00
Transferred at least once	TFNUM6Y > 0	25.76	0.82	0.65	4,570	1.27	1.62
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	58.61	0.75	0.73	4,570	1.03	1.07
Currently repaying education loans (for students with loans)	RPYSL09 = 0	55.60	1.33	0.96	2,660	1.38	1.91
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	27.93	1.05	0.84	2,830	1.24	1.54
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	90.42	0.72	0.51	3,320	1.40	1.97
Currently employed	JOBST09 = 1	85.50	0.84	0.64	3,010	1.31	1.73
Hold license or certification for job	JOBLCH09 = 1	90.40	1.44	1.37	460	1.05	1.10
Self-employed	JOBEMP09 = 6	3.07	0.39	0.34	2,560	1.15	1.32
Current job related to coursework	JOBRCR09 = 1	31.35	2.42	1.58	860	1.53	2.34
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	44.53	1.34	0.98	2,560	1.36	1.85
Satisfied with pay at first job	JOBS09H = 1	58.53	1.38	0.99	2,490	1.39	1.94
Employer offers medical insurance	JBEN09B = 1	79.90	0.95	0.80	2,490	1.19	1.41
Consider current job start of career	JOBCAR09 = 1	58.39	1.21	0.97	2,560	1.25	1.56
Currently looking for job, for unemployed	UNEMPL09 = 1	68.33	3.00	2.20	450	1.37	1.87
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	21.59	1.05	0.75	2,970	1.39	1.94
Receiving unemployment compensation	UNEMCP09 = 1	28.46	3.44	2.54	320	1.36	1.84
Has a disability	DISABL09 = 1	10.67	0.55	0.46	4,570	1.21	1.45
Single, never married	SMAR09 = 1	78.60	0.94	0.61	4,570	1.55	2.40
Has any dependent children	DEPANY09 = 1	14.10	0.84	0.51	4,570	1.64	2.69
Received any untaxed benefits in 2008	UNTAX09 = 1	4.65	0.48	0.31	4,570	1.55	2.39
Has any credit cards in 2009	CRDANY09 = 1	74.74	0.97	0.64	4,570	1.51	2.28
Payoff credit card balance	CRDPAY09 = 1	56.77	1.05	0.84	3,460	1.25	1.56
Community service/volunteer work in last year	COMSRV09 = 1	40.08	0.94	0.72	4,570	1.30	1.69
Ever voted	VOTEVE09 = 1	90.65	0.70	0.44	4,460	1.62	2.61

See notes at end of table.

Table L-27. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students whose base year institution was public, 4-year: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.43	2.10
Minimum	†	†	†	†	†	1.03	1.07
25th percentile	†	†	†	†	†	1.26	1.59
Median	†	†	†	†	†	1.39	1.94
75th percentile	†	†	†	†	†	1.58	2.51
Maximum	†	†	†	†	†	1.96	3.83

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-28. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students whose base year institution was private nonprofit, 4-year: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	13.11	1.10	0.56	3,640	1.96	3.86
Attained degree at any institution	PRATT6Y = 1, 2	69.91	1.45	0.76	3,640	1.91	3.65
No degree from any institution	PRATT6Y = 3, 4	30.09	1.45	0.76	3,640	1.91	3.65
Earned a bachelor's degree at first institution	PROUTFI6 = 1	56.99	1.78	0.82	3,640	2.16	4.68
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	2.78	0.77	0.27	3,640	2.81	7.92
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	64.62	1.89	0.79	3,640	2.39	5.71
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	5.28	0.90	0.37	3,640	2.44	5.94
No degree from last institution attended	PRLVL6Y = 4, 5, 6	30.09	1.45	0.76	3,640	1.91	3.65
Transferred at least once	TFNUM6Y > 0	25.36	1.38	0.72	3,640	1.91	3.65
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	65.88	0.91	0.79	3,640	1.15	1.33
Currently repaying education loans (for students with loans)	RPYSL09 = 0	64.75	1.39	0.99	2,320	1.40	1.97
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	31.15	1.32	0.91	2,590	1.45	2.11
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	90.40	1.15	0.57	2,650	2.01	4.05
Currently employed	JOBST09 = 1	83.59	1.22	0.75	2,460	1.64	2.67
Hold license or certification for job	JOBLCH09 = 1	87.93	2.13	1.72	360	1.24	1.53
Self-employed	JOBEMP09 = 6	3.11	0.55	0.38	2,080	1.45	2.11
Current job related to coursework	JOBRCR09 = 1	42.71	3.96	2.09	560	1.90	3.60
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	52.08	2.18	1.10	2,080	1.99	3.96
Satisfied with pay at first job	JOBS09H = 1	57.38	1.52	1.10	2,020	1.39	1.92
Employer offers medical insurance	JBEN09B = 1	80.90	1.19	0.87	2,020	1.37	1.87
Consider current job start of career	JOBCAR09 = 1	58.30	1.64	1.08	2,080	1.52	2.31
Currently looking for job, for unemployed	UNEMPL09 = 1	71.83	3.59	2.32	380	1.55	2.40
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	24.66	1.37	0.87	2,440	1.57	2.47
Receiving unemployment compensation	UNEMCP09= 1	22.88	3.53	2.54	270	1.39	1.93
Has a disability	DISABL09 = 1	12.04	0.85	0.54	3,640	1.57	2.45
Single, never married	SMAR09 = 1	78.82	1.11	0.68	3,640	1.63	2.67
Has any dependent children	DEPANY09 = 1	14.00	1.09	0.58	3,640	1.89	3.59
Received any untaxed benefits in 2008	UNTAX09 = 1	4.71	0.60	0.35	3,640	1.72	2.96
Has any credit cards in 2009	CRDANY09 = 1	73.98	1.31	0.73	3,640	1.79	3.22
Payoff credit card balance	CRDPAY09 = 1	60.30	1.43	0.93	2,760	1.54	2.37
Community service/volunteer work in last year	COMSRV09 = 1	44.69	1.48	0.82	3,640	1.80	3.24
Ever voted	VOTEVE09 = 1	91.92	0.72	0.46	3,530	1.57	2.45

See notes at end of table.

Table L-28. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students whose base year institution was private nonprofit, 4-year: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.75	3.18
Minimum	†	†	†	†	†	1.15	1.33
25th percentile	†	†	†	†	†	1.49	2.21
Median	†	†	†	†	†	1.68	2.82
75th percentile	†	†	†	†	†	1.91	3.65
Maximum	†	†	†	†	†	2.81	7.92

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-29. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students whose base year institution was private-for-profit, 2-year or less: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	17.83	1.53	1.01	1,430	1.51	2.29
Attained degree at any institution	PRATT6Y = 1, 2	47.74	2.10	1.32	1,430	1.59	2.52
No degree from any institution	PRATT6Y = 3, 4	52.26	2.10	1.32	1,430	1.59	2.52
Earned a bachelor's degree at first institution	PROUTFI6 = 1	#	†	†	1,430	†	†
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	45.27	2.32	1.31	1,430	1.76	3.11
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	0.29	0.14	0.14	1,430	1.01	1.03
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	47.45	2.13	1.32	1,430	1.62	2.61
No degree from last institution attended	PRLVL6Y = 4, 5, 6	52.26	2.10	1.32	1,430	1.59	2.52
Transferred at least once	TFNUM6Y > 0	23.59	1.87	1.12	1,430	1.67	2.79
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	87.78	1.32	0.87	1,430	1.52	2.32
Currently repaying education loans (for students with loans)	RPYSL09 = 0	59.55	2.58	1.51	1,060	1.71	2.94
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	18.70	20.99	13.00	10	1.62	2.61
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	46.89	3.96	2.68	350	1.48	2.18
Currently employed	JOBST09 = 1	67.33	2.35	1.35	1,200	1.74	3.03
Hold license or certification for job	JOBLCH09 = 1	90.95	2.99	1.86	240	1.61	2.58
Self-employed	JOBEMP09 = 6	8.91	2.15	0.99	820	2.16	4.66
Current job related to coursework	JOBRCR09 = 1	49.38	3.34	1.85	730	1.80	3.24
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	13.13	2.29	1.18	820	1.95	3.79
Satisfied with pay at first job	JOBS09H = 1	57.25	2.45	1.81	750	1.36	1.84
Employer offers medical insurance	JBEN09B = 1	77.72	2.43	1.52	750	1.60	2.57
Consider current job start of career	JOBCAR09 = 1	52.40	3.34	1.74	820	1.92	3.67
Currently looking for job, for unemployed	UNEMPL09 = 1	70.95	4.31	2.32	380	1.86	3.45
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	43.98	2.73	1.44	1,190	1.90	3.60
Receiving unemployment compensation	UNEMCP09 = 1	18.75	3.41	2.35	280	1.45	2.10
Has a disability	DISABL09 = 1	18.76	1.43	1.03	1,430	1.39	1.93
Single, never married	SMAR09 = 1	48.76	2.35	1.32	1,430	1.78	3.18
Has any dependent children	DEPANY09 = 1	67.88	1.91	1.23	1,430	1.55	2.40
Received any untaxed benefits in 2008	UNTAX09 = 1	24.24	2.31	1.13	1,430	2.04	4.16
Has any credit cards in 2009	CRDANY09 = 1	37.80	2.18	1.28	1,430	1.70	2.90
Payoff credit card balance	CRDPAY09 = 1	27.60	2.34	1.79	630	1.31	1.71
Community service/volunteer work in last year	COMSRV09 = 1	21.04	2.06	1.08	1,430	1.92	3.68
Ever voted	VOTEVE09 = 1	84.52	1.37	0.98	1,370	1.40	1.95

See notes at end of table.

Table L-29. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students whose base year institution was private for-profit, 2-year or less: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.65	2.77
Minimum	†	†	†	†	†	1.01	1.03
25th percentile	†	†	†	†	†	1.51	2.29
Median	†	†	†	†	†	1.62	2.61
75th percentile	†	†	†	†	†	1.80	3.24
Maximum	†	†	†	†	†	2.16	4.66

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-30. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students whose base year institution was private-for-profit, 4 year: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	14.00	2.45	1.85	350	1.33	1.76
Attained degree at any institution	PRATT6Y = 1, 2	33.90	4.37	2.52	350	1.73	3.00
No degree from any institution	PRATT6Y = 3, 4	66.10	4.37	2.52	350	1.73	3.00
Earned a bachelor's degree at first institution	PROUTFI6 = 1	13.35	3.07	1.81	350	1.70	2.87
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	15.28	3.40	1.92	350	1.77	3.14
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	15.73	3.78	1.94	350	1.95	3.79
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	18.18	3.61	2.06	350	1.76	3.08
No degree from last institution attended	PRLVL6Y = 4, 5, 6	66.10	4.37	2.52	350	1.73	3.00
Transferred at least once	TFNUM6Y > 0	26.41	5.16	2.35	350	2.20	4.82
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	88.22	2.73	1.72	350	1.59	2.53
Currently repaying education loans (for students with loans)	RPYSL09 = 0	55.85	4.52	2.90	290	1.56	2.43
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	11.74	5.21	4.38	50	1.19	1.42
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	55.89	6.94	3.89	160	1.78	3.18
Currently employed	JOBST09 = 1	81.85	4.79	2.29	280	2.09	4.38
Hold license or certification for job	JOBLCH09 = 1	89.94	6.28	4.34	50	1.45	2.09
Self-employed	JOBEMP09 = 6	2.93	1.62	1.13	220	1.43	2.06
Current job related to coursework	JOBRCR09 = 1	35.66	7.93	3.68	170	2.15	4.64
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	16.04	5.37	2.46	220	2.18	4.75
Satisfied with pay at first job	JOBS09H = 1	56.26	5.18	3.42	210	1.51	2.29
Employer offers medical insurance	JBEN09B = 1	86.76	4.23	2.34	210	1.81	3.27
Consider current job start of career	JOBCAR09 = 1	47.21	9.11	3.35	220	2.72	7.39
Currently looking for job, for unemployed	UNEMPL09 = 1	70.94	9.54	5.81	60	1.64	2.69
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	26.72	3.57	2.65	280	1.34	1.81
Receiving unemployment compensation	UNEMCP09 = 1	32.10	15.42	7.04	40	2.19	4.80
Has a disability	DISABL09 = 1	14.97	3.32	1.90	350	1.75	3.06
Single, never married	SMAR09 = 1	56.44	4.53	2.64	350	1.71	2.94
Has any dependent children	DEPANY09 = 1	51.51	5.30	2.66	350	1.99	3.95
Received any untaxed benefits in 2008	UNTAX09 = 1	9.17	3.28	1.54	350	2.13	4.55
Has any credit cards in 2009	CRDANY09 = 1	47.99	4.27	2.66	350	1.60	2.57
Payoff credit card balance	CRDPAY09 = 1	27.35	5.57	3.33	180	1.67	2.79
Community service/volunteer work in last year	COMSRV09 = 1	22.53	2.81	2.23	350	1.26	1.60
Ever voted	VOTEVE09 = 1	87.63	3.72	1.79	340	2.07	4.29

See notes at end of table.

Table L-30. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students whose base year institution was private for-profit, 4 year: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.77	3.25
Minimum	†	†	†	†	†	1.19	1.42
25th percentile	†	†	†	†	†	1.58	2.48
Median	†	†	†	†	†	1.73	3.00
75th percentile	†	†	†	†	†	2.03	4.12
Maximum	†	†	†	†	†	2.72	7.39

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-31. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students whose base year institution was public less-than-2-year or private nonprofit 2-year or less: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	18.12	3.36	1.37	790	2.45	6.00
Attained degree at any institution	PRATT6Y = 1, 2	57.74	4.36	1.76	790	2.48	6.15
No degree from any institution	PRATT6Y = 3, 4	42.26	4.36	1.76	790	2.48	6.15
Earned a bachelor's degree at first institution	PROUTFI6 = 1	#	†	†	790	†	†
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	52.08	4.76	1.78	790	2.67	7.15
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	4.76	1.96	0.76	790	2.59	6.69
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	52.98	4.25	1.78	790	2.39	5.72
No degree from last institution attended	PRLVL6Y = 4, 5, 6	42.26	4.36	1.76	790	2.48	6.15
Transferred at least once	TFNUM6Y > 0	30.49	3.63	1.64	790	2.22	4.91
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	38.81	2.73	1.74	790	1.58	2.48
Currently repaying education loans (for students with loans)	RPYSL09 = 0	55.81	6.17	2.76	320	2.24	5.00
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	19.44	12.06	5.90	50	2.05	4.18
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	56.51	6.70	3.09	260	2.17	4.69
Currently employed	JOBST09 = 1	73.46	4.38	1.75	630	2.49	6.22
Hold license or certification for job	JOBLCH09 = 1	92.10	4.37	2.20	150	1.99	3.96
Self-employed	JOBEMP09 = 6	3.75	1.50	0.87	470	1.72	2.95
Current job related to coursework	JOBRCR09 = 1	50.19	5.28	2.50	400	2.11	4.47
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	17.78	3.89	1.76	470	2.21	4.90
Satisfied with pay at first job	JOBS09H = 1	59.56	5.12	2.31	450	2.22	4.91
Employer offers medical insurance	JBEN09B = 1	79.77	3.90	1.89	450	2.06	4.25
Consider current job start of career	JOBCAR09 = 1	59.28	4.37	2.26	470	1.94	3.75
Currently looking for job, for unemployed	UNEMPL09 = 1	66.94	6.97	3.73	160	1.87	3.49
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	27.65	4.74	1.78	630	2.65	7.04
Receiving unemployment compensation	UNEMCP09 = 1	21.62	7.37	4.12	100	1.79	3.21
Has a disability	DISABL09 = 1	17.73	2.69	1.36	790	1.98	3.90
Single, never married	SMAR09 = 1	40.61	3.50	1.75	790	2.00	4.00
Has any dependent children	DEPANY09 = 1	58.52	3.53	1.76	790	2.01	4.06
Received any untaxed benefits in 2008	UNTAX09 = 1	14.69	2.88	1.26	790	2.28	5.20
Has any credit cards in 2009	CRDANY09 = 1	57.51	3.76	1.76	790	2.13	4.55
Payoff credit card balance	CRDPAY09 = 1	37.79	5.28	2.35	420	2.24	5.03
Community service/volunteer work in last year	COMSRV09 = 1	25.56	3.14	1.55	790	2.02	4.08
Ever voted	VOTEVE09 = 1	87.04	2.51	1.23	750	2.04	4.16

See notes at end of table.

Table L-31. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students whose base year institution was public less-than-2-year or private nonprofit 2-year or less: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	2.18	4.82
Minimum	†	†	†	†	†	1.58	2.48
25th percentile	†	†	†	†	†	2.00	4.00
Median	†	†	†	†	†	2.17	4.69
75th percentile	†	†	†	†	†	2.45	6.00
Maximum	†	†	†	†	†	2.67	7.15

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-32. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for male students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	20.62	0.94	0.50	6,630	1.90	3.59
Attained degree at any institution	PRATT6Y = 1, 2	47.00	0.91	0.61	6,630	1.49	2.21
No degree from any institution	PRATT6Y = 3, 4	53.00	0.91	0.61	6,630	1.49	2.21
Earned a bachelor's degree at first institution	PROUTFI6 = 1	21.81	0.71	0.51	6,630	1.39	1.94
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	14.23	0.78	0.43	6,630	1.81	3.27
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	30.36	0.83	0.56	6,630	1.46	2.14
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	16.64	0.83	0.46	6,630	1.81	3.29
No degree from last institution attended	PRLVL6Y = 4, 5, 6	53.00	0.91	0.61	6,630	1.49	2.21
Transferred at least once	TFNUM6Y > 0	33.35	1.05	0.58	6,630	1.81	3.26
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	50.32	1.05	0.61	6,630	1.70	2.90
Currently repaying education loans (for students with loans)	RPYSL09 = 0	57.09	1.55	0.83	3,530	1.86	3.44
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	22.62	1.12	0.82	2,570	1.36	1.86
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	77.21	1.08	0.68	3,780	1.58	2.49
Currently employed	JOBST09 = 1	80.49	1.03	0.58	4,730	1.78	3.18
Hold license or certification for job	JOBLCH09 = 1	88.28	2.12	1.20	720	1.77	3.13
Self-employed	JOBEMP09 = 6	5.24	0.57	0.36	3,860	1.58	2.48
Current job related to coursework	JOBRCR09 = 1	38.63	1.91	1.05	2,130	1.82	3.30
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	27.09	1.04	0.72	3,860	1.45	2.11
Satisfied with pay at first job	JOBS09H = 1	61.91	1.20	0.80	3,670	1.50	2.25
Employer offers medical insurance	JBEN09B = 1	78.93	1.14	0.67	3,670	1.69	2.87
Consider current job start of career	JOBCAR09 = 1	54.24	1.36	0.80	3,860	1.69	2.86
Currently looking for job, for unemployed	UNEMPL09 = 1	76.89	2.12	1.43	870	1.49	2.21
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	28.28	1.16	0.66	4,640	1.76	3.08
Receiving unemployment compensation	UNEMCP09= 1	29.58	2.57	1.76	680	1.46	2.15
Has a disability	DISABL09 = 1	13.94	0.65	0.43	6,630	1.53	2.34
Single, never married	SMAR09 = 1	71.36	1.17	0.56	6,630	2.10	4.41
Has any dependent children	DEPANY09 = 1	24.92	1.17	0.53	6,630	2.21	4.88
Received any untaxed benefits in 2008	UNTAX09 = 1	5.32	0.48	0.28	6,630	1.75	3.05
Has any credit cards in 2009	CRDANY09 = 1	62.98	1.17	0.59	6,630	1.98	3.92
Payoff credit card balance	CRDPAY09 = 1	52.31	1.51	0.76	4,330	1.99	3.96
Community service/volunteer work in last year	COMSRV09 = 1	32.51	0.91	0.58	6,630	1.58	2.50
Ever voted	VOTEVE09 = 1	88.16	0.61	0.40	6,380	1.50	2.25

See notes at end of table.

Table L-32. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for male students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.68	2.87
Minimum	†	†	†	†	†	1.36	1.86
25th percentile	†	†	†	†	†	1.49	2.21
Median	†	†	†	†	†	1.69	2.87
75th percentile	†	†	†	†	†	1.81	3.28
Maximum	†	†	†	†	†	2.21	4.88

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-33. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for female students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	20.10	0.60	0.41	9,500	1.46	2.14
Attained degree at any institution	PRATT6Y = 1, 2	51.40	0.94	0.51	9,500	1.82	3.33
No degree from any institution	PRATT6Y = 3, 4	48.60	0.94	0.51	9,500	1.82	3.33
Earned a bachelor's degree at first institution	PROUTFI6 = 1	22.67	0.61	0.43	9,500	1.42	2.02
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	18.23	0.63	0.40	9,500	1.59	2.52
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	31.01	0.74	0.47	9,500	1.56	2.44
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	20.39	0.65	0.41	9,500	1.57	2.46
No degree from last institution attended	PRLVL6Y = 4, 5, 6	48.60	0.94	0.51	9,500	1.82	3.33
Transferred at least once	TFNUM6Y > 0	30.48	0.66	0.47	9,500	1.40	1.96
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	55.98	0.84	0.51	9,500	1.65	2.71
Currently repaying education loans (for students with loans)	RPYSL09 = 0	53.28	1.00	0.68	5,420	1.48	2.20
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	31.17	1.04	0.76	3,670	1.36	1.86
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	76.42	0.97	0.56	5,700	1.72	2.96
Currently employed	JOBST09 = 1	78.86	0.82	0.50	6,580	1.63	2.65
Hold license or certification for job	JOBLCH09 = 1	91.47	1.37	0.81	1,180	1.68	2.83
Self-employed	JOBEMP09 = 6	3.34	0.49	0.25	5,230	1.97	3.87
Current job related to coursework	JOBRCR09 = 1	40.12	1.58	0.93	2,750	1.69	2.85
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	31.89	1.04	0.64	5,230	1.61	2.58
Satisfied with pay at first job	JOBS09H = 1	56.86	0.99	0.70	5,040	1.41	2.00
Employer offers medical insurance	JBEN09B = 1	78.59	0.91	0.58	5,040	1.57	2.47
Consider current job start of career	JOBCAR09 = 1	52.49	1.18	0.69	5,230	1.71	2.93
Currently looking for job, for unemployed	UNEMPL09 = 1	59.43	2.25	1.34	1,350	1.68	2.83
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	26.09	0.94	0.55	6,470	1.72	2.94
Receiving unemployment compensation	UNEMCP09 = 1	22.47	2.27	1.44	840	1.57	2.48
Has a disability	DISABL09 = 1	14.13	0.51	0.36	9,500	1.44	2.07
Single, never married	SMAR09 = 1	59.85	0.83	0.50	9,500	1.65	2.72
Has any dependent children	DEPANY09 = 1	39.50	0.84	0.50	9,500	1.68	2.81
Received any untaxed benefits in 2008	UNTAX09 = 1	12.25	0.64	0.34	9,500	1.90	3.60
Has any credit cards in 2009	CRDANY09 = 1	64.65	0.85	0.49	9,500	1.74	3.02
Payoff credit card balance	CRDPAY09 = 1	44.44	0.94	0.62	6,360	1.50	2.26
Community service/volunteer work in last year	COMSRV09 = 1	33.87	0.67	0.49	9,500	1.37	1.88
Ever voted	VOTEVE09 = 1	89.33	0.51	0.32	9,170	1.59	2.53

See notes at end of table.

Table L-33. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for female students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.62	2.64
Minimum	†	†	†	†	†	1.36	1.86
25th percentile	†	†	†	†	†	1.49	2.23
Median	†	†	†	†	†	1.62	2.61
75th percentile	†	†	†	†	†	1.71	2.93
Maximum	†	†	†	†	†	1.97	3.87

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-34. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for White students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	17.65	0.67	0.37	10,450	1.80	3.25
Attained degree at any institution	PRATT6Y = 1, 2	54.23	0.68	0.49	10,450	1.40	1.97
No degree from any institution	PRATT6Y = 3, 4	45.77	0.68	0.49	10,450	1.40	1.97
Earned a bachelor's degree at first institution	PROUTFI6 = 1	26.72	0.76	0.43	10,450	1.76	3.09
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	15.70	0.67	0.36	10,450	1.87	3.50
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	36.39	0.79	0.47	10,450	1.67	2.79
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	17.84	0.68	0.37	10,450	1.81	3.28
No degree from last institution attended	PRLVL6Y = 4, 5, 6	45.77	0.68	0.49	10,450	1.40	1.97
Transferred at least once	TFNUM6Y > 0	30.73	0.85	0.45	10,450	1.89	3.56
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	52.45	0.80	0.49	10,450	1.63	2.67
Currently repaying education loans (for students with loans)	RPYSL09 = 0	58.89	1.17	0.65	5,650	1.79	3.20
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	27.56	0.93	0.65	4,660	1.43	2.04
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	78.58	0.96	0.52	6,330	1.87	3.49
Currently employed	JOBST09 = 1	83.10	0.83	0.43	7,450	1.91	3.65
Hold license or certification for job	JOBLCH09 = 1	91.35	1.54	0.79	1,270	1.94	3.78
Self-employed	JOBEMP09 = 6	3.93	0.42	0.25	6,220	1.72	2.95
Current job related to coursework	JOBRCR09 = 1	37.35	1.69	0.88	3,040	1.93	3.73
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	32.89	0.92	0.60	6,220	1.54	2.36
Satisfied with pay at first job	JOBS09H = 1	59.92	0.96	0.63	5,980	1.51	2.29
Employer offers medical insurance	JBEN09B = 1	78.58	0.97	0.53	5,980	1.83	3.36
Consider current job start of career	JOBCAR09 = 1	54.87	1.06	0.63	6,220	1.68	2.83
Currently looking for job, for unemployed	UNEMPL09 = 1	64.53	2.05	1.37	1,220	1.50	2.24
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	21.48	0.81	0.48	7,350	1.70	2.88
Receiving unemployment compensation	UNEMCP09 = 1	27.26	2.51	1.58	790	1.59	2.53
Has a disability	DISABL09 = 1	14.96	0.55	0.35	10,450	1.58	2.49
Single, never married	SMAR09 = 1	63.44	0.91	0.47	10,450	1.93	3.74
Has any dependent children	DEPANY09 = 1	28.22	0.98	0.44	10,450	2.23	4.97
Received any untaxed benefits in 2008	UNTAX09 = 1	6.84	0.42	0.25	10,450	1.68	2.83
Has any credit cards in 2009	CRDANY09 = 1	69.75	0.81	0.45	10,450	1.81	3.27
Payoff credit card balance	CRDPAY09 = 1	50.78	1.13	0.58	7,440	1.96	3.83
Community service/volunteer work in last year	COMSRV09 = 1	35.21	0.67	0.47	10,450	1.43	2.05
Ever voted	VOTEVE09 = 1	89.80	0.47	0.30	10,350	1.57	2.47

See notes at end of table.

Table L-34. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for White students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.71	2.97
Minimum	†	†	†	†	†	1.40	1.97
25th percentile	†	†	†	†	†	1.55	2.42
Median	†	†	†	†	†	1.71	2.92
75th percentile	†	†	†	†	†	1.87	3.50
Maximum	†	†	†	†	†	2.23	4.97

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-35. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for Black or African American students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	25.68	1.47	0.95	2,100	1.54	2.38
Attained degree at any institution	PRATT6Y = 1, 2	36.83	1.83	1.05	2,100	1.74	3.04
No degree from any institution	PRATT6Y = 3, 4	63.17	1.83	1.05	2,100	1.74	3.04
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.92	1.01	0.71	2,100	1.43	2.06
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	17.14	1.67	0.82	2,100	2.03	4.14
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	16.66	1.20	0.81	2,100	1.47	2.17
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	20.17	1.65	0.87	2,100	1.89	3.56
No degree from last institution attended	PRLVL6Y = 4, 5, 6	63.17	1.83	1.05	2,100	1.74	3.04
Transferred at least once	TFNUM6Y > 0	33.94	1.57	1.03	2,100	1.52	2.30
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	67.36	1.97	1.02	2,100	1.93	3.72
Currently repaying education loans (for students with loans)	RPYSL09 = 0	43.55	1.81	1.29	1,470	1.40	1.95
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	28.91	3.04	2.13	450	1.43	2.04
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	68.19	2.14	1.36	1,180	1.58	2.48
Currently employed	JOBST09 = 1	71.90	1.76	1.20	1,390	1.46	2.14
Hold license or certification for job	JOBLCH09 = 1	90.43	2.80	1.92	240	1.46	2.14
Self-employed	JOBEMP09 = 6	4.89	1.12	0.68	1,010	1.66	2.75
Current job related to coursework	JOBRCR09 = 1	41.15	3.14	1.86	700	1.68	2.84
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	21.61	2.11	1.29	1,010	1.63	2.67
Satisfied with pay at first job	JOBS09H = 1	55.27	2.40	1.60	970	1.50	2.26
Employer offers medical insurance	JBEN09B = 1	81.94	2.00	1.24	970	1.61	2.60
Consider current job start of career	JOBCAR09 = 1	48.59	2.59	1.57	1,010	1.65	2.73
Currently looking for job, for unemployed	UNEMPL09 = 1	67.30	3.76	2.41	380	1.56	2.44
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09= 1	42.18	2.23	1.34	1,360	1.67	2.79
Receiving unemployment compensation	UNEMCP09= 1	24.12	4.41	2.59	270	1.70	2.89
Has a disability	DISABL09 = 1	11.97	1.30	0.71	2,100	1.83	3.36
Single, never married	SMAR09 = 1	67.79	1.80	1.02	2,100	1.76	3.11
Has any dependent children	DEPANY09 = 1	51.91	1.86	1.09	2,100	1.71	2.91
Received any untaxed benefits in 2008	UNTAX09 = 1	21.63	1.59	0.90	2,100	1.77	3.14
Has any credit cards in 2009	CRDANY09 = 1	35.90	1.51	1.05	2,100	1.45	2.10
Payoff credit card balance	CRDPAY09 = 1	31.15	2.48	1.60	840	1.55	2.40
Community service/volunteer work in last year	COMSRV09 = 1	31.52	1.60	1.01	2,100	1.58	2.49
Ever voted	VOTEVE09 = 1	92.84	0.92	0.58	2,000	1.60	2.57

See notes at end of table.

Table L-35. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for Black or African American students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.63	2.69
Minimum	†	†	†	†	†	1.40	1.95
25th percentile	†	†	†	†	†	1.51	2.28
Median	†	†	†	†	†	1.62	2.63
75th percentile	†	†	†	†	†	1.74	3.04
Maximum	†	†	†	†	†	2.03	4.14

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-36. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for Hispanic or Latino students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	23.48	1.38	0.95	1,990	1.45	2.12
Attained degree at any institution	PRATT6Y = 1, 2	41.23	2.07	1.10	1,990	1.88	3.52
No degree from any institution	PRATT6Y = 3, 4	58.77	2.07	1.10	1,990	1.88	3.52
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.31	0.79	0.71	1,990	1.12	1.25
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	22.69	2.07	0.94	1,990	2.21	4.89
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	16.91	1.06	0.84	1,990	1.26	1.60
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	24.33	2.06	0.96	1,990	2.15	4.60
No degree from last institution attended	PRLVL6Y = 4, 5, 6	58.77	2.07	1.10	1,990	1.88	3.52
Transferred at least once	TFNUM6Y > 0	30.09	1.46	1.03	1,990	1.42	2.03
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	49.35	1.93	1.12	1,990	1.72	2.97
Currently repaying education loans (for students with loans)	RPYSL09 = 0	53.14	2.37	1.54	1,060	1.54	2.37
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	26.94	3.07	2.05	470	1.50	2.25
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	71.66	2.24	1.38	1,060	1.62	2.61
Currently employed	JOBST09 = 1	74.75	1.85	1.16	1,400	1.59	2.54
Hold license or certification for job	JOBLCH09 = 1	88.38	3.44	2.15	220	1.60	2.55
Self-employed	JOBEMP09 = 6	4.04	0.76	0.61	1,030	1.25	1.55
Current job related to coursework	JOBRCR09 = 1	44.77	2.96	1.88	700	1.58	2.49
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	20.88	1.83	1.26	1,030	1.45	2.09
Satisfied with pay at first job	JOBS09H = 1	60.80	2.50	1.56	980	1.61	2.58
Employer offers medical insurance	JBEN09B = 1	78.67	1.87	1.31	980	1.43	2.04
Consider current job start of career	JOBCAR09 = 1	49.49	2.44	1.56	1,030	1.57	2.46
Currently looking for job, for unemployed	UNEMPL09 = 1	71.05	4.21	2.37	370	1.78	3.15
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	35.01	2.09	1.29	1,360	1.61	2.60
Receiving unemployment compensation	UNEMCP09= 1	26.96	3.87	2.70	270	1.44	2.07
Has a disability	DISABL09 = 1	13.09	1.06	0.76	1,990	1.41	1.97
Single, never married	SMAR09 = 1	61.05	1.67	1.09	1,990	1.53	2.33
Has any dependent children	DEPANY09 = 1	43.17	2.06	1.11	1,990	1.86	3.46
Received any untaxed benefits in 2008	UNTAX09 = 1	9.43	1.20	0.65	1,990	1.83	3.36
Has any credit cards in 2009	CRDANY09 = 1	62.82	1.51	1.08	1,990	1.40	1.95
Payoff credit card balance	CRDPAY09 = 1	37.66	1.99	1.35	1,280	1.47	2.17
Community service/volunteer work in last year	COMSRV09 = 1	26.07	1.47	0.98	1,990	1.49	2.23
Ever voted	VOTEVE09 = 1	84.63	1.27	0.85	1,820	1.50	2.25

See notes at end of table.

Table L-36. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for Hispanic or Latino students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.59	2.60
Minimum	†	†	†	†	†	1.12	1.25
25th percentile	†	†	†	†	†	1.44	2.08
Median	†	†	†	†	†	1.55	2.42
75th percentile	†	†	†	†	†	1.75	3.06
Maximum	†	†	†	†	†	2.21	4.89

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-37. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for Asian students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	23.02	2.70	1.54	750	1.76	3.09
Attained degree at any institution	PRATT6Y = 1, 2	58.45	2.90	1.80	750	1.61	2.60
No degree from any institution	PRATT6Y = 3, 4	41.55	2.90	1.80	750	1.61	2.60
Earned a bachelor's degree at first institution	PROUTFI6 = 1	32.09	2.36	1.70	750	1.39	1.92
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	10.26	1.71	1.11	750	1.54	2.39
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	45.51	2.78	1.82	750	1.53	2.34
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	12.94	1.72	1.23	750	1.41	1.98
No degree from last institution attended	PRLVL6Y = 4, 5, 6	41.55	2.90	1.80	750	1.61	2.60
Transferred at least once	TFNUM6Y > 0	40.11	2.93	1.79	750	1.64	2.69
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	42.21	2.55	1.80	750	1.42	2.01
Currently repaying education loans (for students with loans)	RPYSL09 = 0	50.04	4.15	2.76	330	1.51	2.27
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	30.53	2.99	2.33	390	1.28	1.64
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	87.73	2.50	1.53	460	1.63	2.65
Currently employed	JOBST09 = 1	75.14	2.95	1.96	490	1.50	2.26
Hold license or certification for job	JOBLCH09 = 1	80.93	6.51	4.54	80	1.44	2.06
Self-employed	JOBEMP09 = 6	6.92	2.13	1.31	380	1.62	2.64
Current job related to coursework	JOBRCR09 = 1	49.83	4.41	3.76	180	1.17	1.38
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	43.69	3.44	2.56	380	1.34	1.81
Satisfied with pay at first job	JOBS09H = 1	54.13	3.32	2.63	360	1.26	1.59
Employer offers medical insurance	JBEN09B = 1	76.47	3.35	2.24	360	1.50	2.24
Consider current job start of career	JOBCAR09 = 1	60.05	3.43	2.53	380	1.36	1.85
Currently looking for job, for unemployed	UNEMPL09 = 1	75.87	5.48	4.08	110	1.34	1.81
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	31.36	2.74	2.14	470	1.29	1.65
Receiving unemployment compensation	UNEMCP09 = 1	18.25	5.40	4.40	80	1.23	1.50
Has a disability	DISABL09 = 1	7.76	1.34	0.98	750	1.37	1.88
Single, never married	SMAR09 = 1	81.93	2.19	1.41	750	1.56	2.44
Has any dependent children	DEPANY09 = 1	13.65	1.98	1.25	750	1.58	2.51
Received any untaxed benefits in 2008	UNTAX09 = 1	2.93	0.92	0.62	750	1.50	2.25
Has any credit cards in 2009	CRDANY09 = 1	81.39	2.76	1.42	750	1.94	3.76
Payoff credit card balance	CRDPAY09 = 1	61.03	2.89	1.96	620	1.47	2.17
Community service/volunteer work in last year	COMSRV09 = 1	35.78	2.61	1.75	750	1.49	2.23
Ever voted	VOTEVE09 = 1	77.54	2.28	1.72	590	1.32	1.75

See notes at end of table.

Table L-37. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for Asian students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.48	2.20
Minimum	†	†	†	†	†	1.17	1.38
25th percentile	†	†	†	†	†	1.35	1.83
Median	†	†	†	†	†	1.50	2.24
75th percentile	†	†	†	†	†	1.60	2.55
Maximum	†	†	†	†	†	1.94	3.76

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-38. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students of other race/ethnicities including more than one race: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	26.36	2.42	1.53	830	1.58	2.50
Attained degree at any institution	PRATT6Y = 1, 2	43.09	2.41	1.72	830	1.40	1.96
No degree from any institution	PRATT6Y = 3, 4	56.91	2.41	1.72	830	1.40	1.96
Earned a bachelor's degree at first institution	PROUTFI6 = 1	20.22	2.12	1.39	830	1.52	2.30
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	12.57	1.76	1.15	830	1.53	2.34
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	27.26	2.24	1.55	830	1.45	2.11
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	15.83	2.09	1.27	830	1.65	2.72
No degree from last institution attended	PRLVL6Y = 4, 5, 6	56.91	2.41	1.72	830	1.40	1.96
Transferred at least once	TFNUM6Y > 0	34.39	2.66	1.65	830	1.61	2.59
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	52.75	2.28	1.73	830	1.31	1.73
Currently repaying education loans (for students with loans)	RPYSL09 = 0	52.95	3.96	2.37	440	1.67	2.80
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	22.18	3.32	2.52	270	1.32	1.73
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	78.50	3.33	1.90	470	1.76	3.08
Currently employed	JOBST09 = 1	74.69	2.56	1.80	590	1.42	2.03
Hold license or certification for job	JOBLCH09 = 1	87.51	4.53	3.31	100	1.37	1.88
Self-employed	JOBEMP09 = 6	3.43	1.16	0.87	440	1.34	1.79
Current job related to coursework	JOBRCR09 = 1	33.70	4.74	2.92	260	1.62	2.63
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	23.82	2.53	2.03	440	1.25	1.56
Satisfied with pay at first job	JOBS09H = 1	54.95	3.44	2.42	420	1.42	2.03
Employer offers medical insurance	JBEN09B = 1	74.54	2.98	2.12	420	1.41	1.98
Consider current job start of career	JOBCAR09 = 1	48.74	4.15	2.38	440	1.74	3.04
Currently looking for job, for unemployed	UNEMPL09 = 1	60.27	6.06	4.08	140	1.49	2.21
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	28.27	2.66	1.90	560	1.40	1.97
Receiving unemployment compensation	UNEMCP09 = 1	22.71	5.73	4.25	100	1.35	1.81
Has a disability	DISABL09 = 1	17.36	1.95	1.32	830	1.48	2.19
Single, never married	SMAR09 = 1	67.27	2.56	1.63	830	1.57	2.48
Has any dependent children	DEPANY09 = 1	33.47	2.72	1.64	830	1.66	2.76
Received any untaxed benefits in 2008	UNTAX09 = 1	11.12	1.59	1.09	830	1.45	2.11
Has any credit cards in 2009	CRDANY09 = 1	56.65	2.70	1.72	830	1.57	2.46
Payoff credit card balance	CRDPAY09 = 1	46.05	3.21	2.21	510	1.45	2.11
Community service/volunteer work in last year	COMSRV09 = 1	33.77	2.63	1.64	830	1.60	2.57
Ever voted	VOTEVE09 = 1	85.66	1.91	1.24	800	1.54	2.36

See notes at end of table.

Table L-38. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students of other race/ethnicities including more than one race: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.49	2.24
Minimum	†	†	†	†	†	1.25	1.56
25th percentile	†	†	†	†	†	1.40	1.96
Median	†	†	†	†	†	1.47	2.15
75th percentile	†	†	†	†	†	1.59	2.53
Maximum	†	†	†	†	†	1.76	3.08

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-39. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for male, White students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	17.85	1.01	0.58	4,410	1.75	3.08
Attained degree at any institution	PRATT6Y = 1, 2	51.11	1.04	0.75	4,410	1.38	1.90
No degree from any institution	PRATT6Y = 3, 4	48.89	1.04	0.75	4,410	1.38	1.90
Earned a bachelor's degree at first institution	PROUTFI6 = 1	25.89	1.04	0.66	4,410	1.57	2.46
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	13.49	1.06	0.51	4,410	2.05	4.20
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	35.36	1.08	0.72	4,410	1.51	2.27
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	15.75	1.12	0.55	4,410	2.04	4.15
No degree from last institution attended	PRLVL6Y = 4, 5, 6	48.89	1.04	0.75	4,410	1.38	1.90
Transferred at least once	TFNUM6Y > 0	31.76	1.43	0.70	4,410	2.04	4.18
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	49.59	1.26	0.75	4,410	1.67	2.79
Currently repaying education loans (for students with loans)	RPYSL09 = 0	61.99	2.04	1.02	2,280	2.01	4.03
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	22.68	1.32	0.95	1,950	1.39	1.93
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	78.64	1.49	0.81	2,570	1.84	3.38
Currently employed	JOBST09 = 1	83.61	1.22	0.66	3,190	1.86	3.47
Hold license or certification for job	JOBLCH09 = 1	89.06	2.88	1.43	480	2.02	4.08
Self-employed	JOBEMP09 = 6	4.86	0.68	0.41	2,700	1.65	2.72
Current job related to coursework	JOBRCR09 = 1	34.93	2.59	1.28	1,390	2.03	4.10
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	29.87	1.22	0.88	2,700	1.39	1.92
Satisfied with pay at first job	JOBS09H = 1	62.54	1.41	0.95	2,590	1.48	2.18
Employer offers medical insurance	JBEN09B = 1	78.90	1.45	0.80	2,590	1.80	3.24
Consider current job start of career	JOBCAR09 = 1	55.37	1.69	0.96	2,700	1.77	3.12
Currently looking for job, for unemployed	UNEMPL09 = 1	76.53	3.01	1.92	490	1.57	2.46
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	23.22	1.28	0.75	3,140	1.70	2.89
Receiving unemployment compensation	UNEMCP09= 1	31.23	3.78	2.37	380	1.59	2.54
Has a disability	DISABL09 = 1	14.72	0.87	0.53	4,410	1.62	2.63
Single, never married	SMAR09 = 1	70.98	1.41	0.68	4,410	2.07	4.27
Has any dependent children	DEPANY09 = 1	21.40	1.52	0.62	4,410	2.47	6.08
Received any untaxed benefits in 2008	UNTAX09 = 1	4.56	0.54	0.31	4,410	1.73	2.99
Has any credit cards in 2009	CRDANY09 = 1	67.29	1.29	0.71	4,410	1.82	3.32
Payoff credit card balance	CRDPAY09 = 1	55.19	1.96	0.90	3,040	2.18	4.75
Community service/volunteer work in last year	COMSRV09 = 1	33.27	1.11	0.71	4,410	1.56	2.44
Ever voted	VOTEVE09 = 1	89.24	0.77	0.47	4,370	1.64	2.68

See notes at end of table.

Table L-39. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for male, White students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.75	3.13
Minimum	†	†	†	†	†	1.38	1.90
25th percentile	†	†	†	†	†	1.57	2.45
Median	†	†	†	†	†	1.71	2.94
75th percentile	†	†	†	†	†	2.01	4.05
Maximum	†	†	†	†	†	2.47	6.08

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-40. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for male, Black or African American students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	26.57	2.68	1.59	770	1.69	2.86
Attained degree at any institution	PRATT6Y = 1, 2	35.59	2.90	1.72	770	1.69	2.84
No degree from any institution	PRATT6Y = 3, 4	64.41	2.90	1.72	770	1.69	2.84
Earned a bachelor's degree at first institution	PROUTFI6 = 1	12.38	1.47	1.18	770	1.24	1.54
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	15.16	2.77	1.29	770	2.15	4.61
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	17.11	1.69	1.35	770	1.25	1.55
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	18.48	2.80	1.40	770	2.01	4.03
No degree from last institution attended	PRLVL6Y = 4, 5, 6	64.41	2.90	1.72	770	1.69	2.84
Transferred at least once	TFNUM6Y > 0	36.02	2.63	1.73	770	1.52	2.32
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	63.06	3.39	1.73	770	1.95	3.81
Currently repaying education loans (for students with loans)	RPYSL09 = 0	45.46	3.07	2.18	520	1.41	1.99
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	17.16	3.52	2.94	160	1.20	1.43
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	70.92	3.93	2.24	410	1.75	3.08
Currently employed	JOBST09 = 1	73.23	2.72	1.90	550	1.43	2.06
Hold license or certification for job	JOBLCH09 = 1	91.47	5.07	2.90	90	1.75	3.07
Self-employed	JOBEMP09 = 6	4.93	1.35	1.08	400	1.25	1.56
Current job related to coursework	JOBRCR09 = 1	30.89	4.58	2.73	290	1.68	2.82
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	15.63	3.07	1.81	400	1.69	2.87
Satisfied with pay at first job	JOBS09H = 1	56.04	4.36	2.55	380	1.71	2.93
Employer offers medical insurance	JBEN09B = 1	78.71	3.29	2.10	380	1.57	2.46
Consider current job start of career	JOBCAR09 = 1	46.74	4.55	2.49	400	1.83	3.34
Currently looking for job, for unemployed	UNEMPL09 = 1	78.77	4.34	3.41	140	1.27	1.62
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	45.08	3.29	2.15	540	1.53	2.33
Receiving unemployment compensation	UNEMCP09 = 1	28.19	5.92	4.25	110	1.39	1.94
Has a disability	DISABL09 = 1	9.05	1.70	1.03	770	1.65	2.73
Single, never married	SMAR09 = 1	67.82	3.20	1.68	770	1.91	3.64
Has any dependent children	DEPANY09 = 1	41.09	3.19	1.77	770	1.80	3.25
Received any untaxed benefits in 2008	UNTAX09 = 1	10.68	1.96	1.11	770	1.77	3.12
Has any credit cards in 2009	CRDANY09 = 1	35.56	2.69	1.72	770	1.56	2.44
Payoff credit card balance	CRDPAY09 = 1	37.29	4.29	2.77	300	1.55	2.39
Community service/volunteer work in last year	COMSRV09 = 1	33.64	2.99	1.70	770	1.76	3.10
Ever voted	VOTEVE09 = 1	92.08	1.43	1.00	730	1.42	2.03

See notes at end of table.

Table L-40. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for male, Black or African American students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.62	2.67
Minimum	†	†	†	†	†	1.20	1.43
25th percentile	†	†	†	†	†	1.43	2.04
Median	†	†	†	†	†	1.68	2.83
75th percentile	†	†	†	†	†	1.76	3.09
Maximum	†	†	†	†	†	2.15	4.61

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-41. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for male, Hispanic or Latino students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	23.78	2.30	1.55	750	1.48	2.19
Attained degree at any institution	PRATT6Y = 1, 2	38.93	2.86	1.78	750	1.61	2.59
No degree from any institution	PRATT6Y = 3, 4	61.07	2.86	1.78	750	1.61	2.59
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.22	1.42	1.15	750	1.23	1.52
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	20.20	2.75	1.46	750	1.88	3.52
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	16.49	1.77	1.35	750	1.31	1.71
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	22.44	2.84	1.52	750	1.86	3.47
No degree from last institution attended	PRLVL6Y = 4, 5, 6	61.07	2.86	1.78	750	1.61	2.59
Transferred at least once	TFNUM6Y > 0	32.29	2.69	1.71	750	1.58	2.48
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	47.49	3.24	1.82	750	1.78	3.17
Currently repaying education loans (for students with loans)	RPYSL09 = 0	55.00	3.67	2.50	400	1.47	2.16
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	22.89	4.32	3.18	180	1.36	1.85
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	71.17	3.72	2.25	410	1.65	2.74
Currently employed	JOBST09 = 1	75.97	2.91	1.88	520	1.55	2.39
Hold license or certification for job	JOBLCH09 = 1	87.67	5.49	3.72	80	1.47	2.17
Self-employed	JOBEMP09 = 6	7.13	1.75	1.31	380	1.33	1.78
Current job related to coursework	JOBRCR09 = 1	51.85	4.88	3.14	250	1.55	2.41
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	20.75	3.40	2.07	380	1.64	2.70
Satisfied with pay at first job	JOBS09H = 1	66.93	3.62	2.50	360	1.45	2.10
Employer offers medical insurance	JBEN09B = 1	80.82	3.12	2.09	360	1.49	2.23
Consider current job start of career	JOBCAR09 = 1	54.09	4.24	2.54	380	1.67	2.77
Currently looking for job, for unemployed	UNEMPL09 = 1	83.54	4.88	3.24	130	1.51	2.27
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	35.30	3.40	2.14	500	1.59	2.52
Receiving unemployment compensation	UNEMCP09 = 1	27.61	6.01	4.22	110	1.42	2.02
Has a disability	DISABL09 = 1	15.73	1.92	1.33	750	1.45	2.10
Single, never married	SMAR09 = 1	68.78	3.08	1.69	750	1.82	3.33
Has any dependent children	DEPANY09 = 1	31.79	2.71	1.70	750	1.59	2.54
Received any untaxed benefits in 2008	UNTAX09 = 1	4.49	1.65	0.75	750	2.19	4.79
Has any credit cards in 2009	CRDANY09 = 1	61.17	2.85	1.78	750	1.60	2.57
Payoff credit card balance	CRDPAY09 = 1	41.63	3.64	2.25	480	1.62	2.62
Community service/volunteer work in last year	COMSRV09 = 1	29.24	2.69	1.66	750	1.62	2.64
Ever voted	VOTEVE09 = 1	83.83	2.02	1.41	690	1.44	2.06

See notes at end of table.

Table L-41. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for male, Hispanic or Latino students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.58	2.52
Minimum	†	†	†	†	†	1.23	1.52
25th percentile	†	†	†	†	†	1.46	2.13
Median	†	†	†	†	†	1.58	2.50
75th percentile	†	†	†	†	†	1.63	2.67
Maximum	†	†	†	†	†	2.19	4.79

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-42. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for male, Asian students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	30.71	4.28	2.46	350	1.74	3.02
Attained degree at any institution	PRATT6Y = 1, 2	48.55	4.43	2.67	350	1.66	2.76
No degree from any institution	PRATT6Y = 3, 4	51.45	4.43	2.67	350	1.66	2.76
Earned a bachelor's degree at first institution	PROUTFI6 = 1	23.96	2.92	2.28	350	1.28	1.64
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	8.46	2.25	1.49	350	1.51	2.29
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	38.53	3.69	2.60	350	1.42	2.02
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	10.02	2.49	1.60	350	1.55	2.42
No degree from last institution attended	PRLVL6Y = 4, 5, 6	51.45	4.43	2.67	350	1.66	2.76
Transferred at least once	TFNUM6Y > 0	47.64	4.33	2.67	350	1.62	2.63
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	41.14	3.81	2.63	350	1.45	2.11
Currently repaying education loans (for students with loans)	RPYSL09 = 0	44.97	6.01	4.00	160	1.50	2.26
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	32.26	4.34	3.61	170	1.20	1.45
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	88.45	3.52	2.17	220	1.62	2.62
Currently employed	JOBST09 = 1	73.18	4.05	3.03	210	1.34	1.79
Hold license or certification for job	JOBLCH09 = 1	75.08	10.62	7.77	30	1.37	1.87
Self-employed	JOBEMP09 = 6	10.11	3.90	2.35	170	1.66	2.76
Current job related to coursework	JOBRCR09 = 1	57.84	7.17	5.32	90	1.35	1.81
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	36.23	4.95	3.74	170	1.32	1.75
Satisfied with pay at first job	JOBS09H = 1	55.92	5.50	4.03	150	1.36	1.86
Employer offers medical insurance	JBEN09B = 1	81.01	4.03	3.18	150	1.27	1.61
Consider current job start of career	JOBCAR09 = 1	65.83	4.94	3.69	170	1.34	1.79
Currently looking for job, for unemployed	UNEMPL09 = 1	73.86	7.52	6.28	50	1.20	1.44
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	37.33	4.76	3.36	210	1.42	2.00
Receiving unemployment compensation	UNEMCP09 = 1	28.94	10.29	7.78	30	1.32	1.75
Has a disability	DISABL09 = 1	8.57	1.82	1.49	350	1.22	1.48
Single, never married	SMAR09 = 1	88.67	2.54	1.69	350	1.50	2.25
Has any dependent children	DEPANY09 = 1	10.58	2.40	1.64	350	1.46	2.13
Received any untaxed benefits in 2008	UNTAX09 = 1	1.06	0.81	0.55	350	1.48	2.20
Has any credit cards in 2009	CRDANY09 = 1	81.53	4.16	2.07	350	2.01	4.02
Payoff credit card balance	CRDPAY09 = 1	57.69	4.10	2.89	290	1.42	2.02
Community service/volunteer work in last year	COMSRV09 = 1	31.41	4.49	2.48	350	1.81	3.28
Ever voted	VOTEVE09 = 1	76.37	4.18	2.59	270	1.61	2.61

See notes at end of table.

Table L-42. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for male, Asian students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.48	2.22
Minimum	†	†	†	†	†	1.20	1.44
25th percentile	†	†	†	†	†	1.34	1.79
Median	†	†	†	†	†	1.46	2.12
75th percentile	†	†	†	†	†	1.62	2.63
Maximum	†	†	†	†	†	2.01	4.02

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-43. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students that are male, other race/ethnicities including more than one race: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	21.47	3.50	2.22	340	1.58	2.50
Attained degree at any institution	PRATT6Y = 1, 2	42.14	3.48	2.67	340	1.31	1.71
No degree from any institution	PRATT6Y = 3, 4	57.86	3.48	2.67	340	1.31	1.71
Earned a bachelor's degree at first institution	PROUTFI6 = 1	18.80	2.38	2.11	340	1.13	1.28
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	11.78	2.48	1.74	340	1.42	2.03
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	26.82	2.88	2.39	340	1.21	1.45
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	15.32	2.77	1.94	340	1.42	2.03
No degree from last institution attended	PRLVL6Y = 4, 5, 6	57.86	3.48	2.67	340	1.31	1.71
Transferred at least once	TFNUM6Y > 0	33.72	3.62	2.55	340	1.42	2.01
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	47.46	4.10	2.70	340	1.52	2.31
Currently repaying education loans (for students with loans)	RPYSL09 = 0	47.50	5.31	3.83	170	1.39	1.92
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	13.58	3.69	3.17	120	1.16	1.36
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	76.79	4.91	3.15	180	1.56	2.44
Currently employed	JOBST09 = 1	75.83	3.72	2.64	260	1.41	1.98
Hold license or certification for job	JOBLCH09 = 1	83.30	7.63	6.13	40	1.24	1.55
Self-employed	JOBEMP09 = 6	2.21	1.09	1.03	210	1.06	1.12
Current job related to coursework	JOBRCR09 = 1	50.59	6.64	4.55	120	1.46	2.14
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	22.48	3.34	2.92	210	1.15	1.31
Satisfied with pay at first job	JOBS09H = 1	57.63	4.91	3.51	200	1.40	1.95
Employer offers medical insurance	JBEN09B = 1	73.61	4.29	3.13	200	1.37	1.87
Consider current job start of career	JOBCAR09 = 1	45.71	5.39	3.48	210	1.55	2.40
Currently looking for job, for unemployed	UNEMPL09 = 1	61.31	8.26	6.40	60	1.29	1.67
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	28.96	3.77	2.84	260	1.33	1.76
Receiving unemployment compensation	UNEMCP09= 1	24.41	9.20	7.06	40	1.30	1.70
Has a disability	DISABL09 = 1	17.01	2.68	2.03	340	1.32	1.74
Single, never married	SMAR09 = 1	71.84	3.56	2.43	340	1.47	2.15
Has any dependent children	DEPANY09 = 1	28.87	3.54	2.45	340	1.45	2.10
Received any untaxed benefits in 2008	UNTAX09 = 1	9.23	2.07	1.56	340	1.32	1.75
Has any credit cards in 2009	CRDANY09 = 1	57.40	3.97	2.67	340	1.49	2.21
Payoff credit card balance	CRDPAY09 = 1	53.73	5.19	3.47	210	1.49	2.23
Community service/volunteer work in last year	COMSRV09 = 1	30.28	3.54	2.48	340	1.43	2.04
Ever voted	VOTEVE09 = 1	86.16	2.47	1.90	330	1.30	1.70

See notes at end of table.

Table L-43. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students that are male, other race/ethnicities including more than one race: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.36	1.87
Minimum	†	†	†	†	†	1.06	1.12
25th percentile	†	†	†	†	†	1.30	1.70
Median	†	†	†	†	†	1.38	1.90
75th percentile	†	†	†	†	†	1.46	2.12
Maximum	†	†	†	†	†	1.58	2.50

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-44. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for female, White students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	17.50	0.79	0.49	6,040	1.62	2.62
Attained degree at any institution	PRATT6Y = 1, 2	56.69	0.94	0.64	6,040	1.47	2.15
No degree from any institution	PRATT6Y = 3, 4	43.31	0.94	0.64	6,040	1.47	2.15
Earned a bachelor's degree at first institution	PROUTFI6 = 1	27.37	0.95	0.57	6,040	1.66	2.75
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	17.44	0.76	0.49	6,040	1.55	2.40
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	37.20	1.01	0.62	6,040	1.62	2.62
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	19.48	0.84	0.51	6,040	1.64	2.69
No degree from last institution attended	PRLVL6Y = 4, 5, 6	43.31	0.94	0.64	6,040	1.47	2.15
Transferred at least once	TFNUM6Y > 0	29.91	0.78	0.59	6,040	1.33	1.76
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	54.70	1.14	0.64	6,040	1.78	3.18
Currently repaying education loans (for students with loans)	RPYSL09 = 0	56.68	1.37	0.85	3,370	1.61	2.58
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	31.21	1.24	0.89	2,710	1.39	1.94
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	78.54	1.21	0.67	3,760	1.80	3.25
Currently employed	JOBST09 = 1	82.68	0.94	0.58	4,260	1.62	2.62
Hold license or certification for job	JOBLCH09 = 1	92.89	1.53	0.91	790	1.68	2.81
Self-employed	JOBEMP09 = 6	3.17	0.53	0.30	3,520	1.80	3.24
Current job related to coursework	JOBRCR09 = 1	39.56	2.01	1.20	1,660	1.67	2.79
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	35.39	1.21	0.81	3,520	1.50	2.26
Satisfied with pay at first job	JOBS09H = 1	57.80	1.31	0.85	3,400	1.54	2.38
Employer offers medical insurance	JBEN09B = 1	78.33	1.11	0.71	3,400	1.57	2.47
Consider current job start of career	JOBCAR09 = 1	54.45	1.26	0.84	3,520	1.50	2.24
Currently looking for job, for unemployed	UNEMPL09 = 1	55.25	2.93	1.83	740	1.60	2.55
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	20.07	1.03	0.62	4,210	1.68	2.81
Receiving unemployment compensation	UNEMCP09 = 1	23.01	3.14	2.07	410	1.51	2.29
Has a disability	DISABL09 = 1	15.15	0.73	0.46	6,040	1.58	2.48
Single, never married	SMAR09 = 1	57.50	1.10	0.64	6,040	1.73	2.99
Has any dependent children	DEPANY09 = 1	33.60	1.14	0.61	6,040	1.88	3.52
Received any untaxed benefits in 2008	UNTAX09 = 1	8.64	0.65	0.36	6,040	1.79	3.22
Has any credit cards in 2009	CRDANY09 = 1	71.69	0.87	0.58	6,040	1.50	2.25
Payoff credit card balance	CRDPAY09 = 1	47.51	1.17	0.75	4,400	1.55	2.40
Community service/volunteer work in last year	COMSRV09 = 1	36.74	0.87	0.62	6,040	1.40	1.95
Ever voted	VOTEVE09 = 1	90.23	0.51	0.38	5,980	1.32	1.74

See notes at end of table.

Table L-44. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for female, White students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.59	2.54
Minimum	†	†	†	†	†	1.32	1.74
25th percentile	†	†	†	†	†	1.50	2.24
Median	†	†	†	†	†	1.59	2.52
75th percentile	†	†	†	†	†	1.67	2.80
Maximum	†	†	†	†	†	1.88	3.52

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-45. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for female, Black or African American students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	25.17	1.74	1.19	1,330	1.46	2.14
Attained degree at any institution	PRATT6Y = 1, 2	37.55	2.14	1.33	1,330	1.61	2.61
No degree from any institution	PRATT6Y = 3, 4	62.45	2.14	1.33	1,330	1.61	2.61
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.65	1.24	0.88	1,330	1.41	1.98
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	18.29	1.87	1.06	1,330	1.76	3.11
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	16.40	1.47	1.02	1,330	1.44	2.08
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	21.15	1.89	1.12	1,330	1.69	2.85
No degree from last institution attended	PRLVL6Y = 4, 5, 6	62.45	2.14	1.33	1,330	1.61	2.61
Transferred at least once	TFNUM6Y > 0	32.73	1.91	1.29	1,330	1.48	2.20
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	69.88	1.97	1.26	1,330	1.57	2.46
Currently repaying education loans (for students with loans)	RPYSL09 = 0	42.50	2.56	1.61	940	1.59	2.52
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	36.09	4.03	2.82	290	1.43	2.04
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	66.54	2.44	1.71	760	1.43	2.05
Currently employed	JOBST09 = 1	71.13	2.32	1.56	850	1.49	2.22
Hold license or certification for job	JOBLCH09 = 1	89.79	3.40	2.53	140	1.34	1.80
Self-employed	JOBEMP09 = 6	4.87	1.63	0.87	610	1.87	3.51
Current job related to coursework	JOBRCR09 = 1	47.35	3.64	2.46	410	1.48	2.18
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	25.15	2.88	1.76	610	1.64	2.69
Satisfied with pay at first job	JOBS09H = 1	54.81	3.11	2.05	590	1.51	2.30
Employer offers medical insurance	JBEN09B = 1	83.84	2.42	1.52	590	1.59	2.53
Consider current job start of career	JOBCAR09 = 1	49.67	3.29	2.02	610	1.63	2.65
Currently looking for job, for unemployed	UNEMPL09 = 1	61.21	4.93	3.17	240	1.56	2.42
Ever employed for more than 3 months since undergraduate graduation	UNEMP09= 1	40.50	2.94	1.71	830	1.72	2.96
Receiving unemployment compensation	UNEMCP09= 1	21.35	6.27	3.23	160	1.94	3.77
Has a disability	DISABL09 = 1	13.68	1.67	0.94	1,330	1.77	3.12
Single, never married	SMAR09 = 1	67.77	2.12	1.28	1,330	1.65	2.74
Has any dependent children	DEPANY09 = 1	58.25	2.29	1.35	1,330	1.69	2.86
Received any untaxed benefits in 2008	UNTAX09 = 1	28.04	2.42	1.23	1,330	1.96	3.84
Has any credit cards in 2009	CRDANY09 = 1	36.10	1.92	1.32	1,330	1.46	2.13
Payoff credit card balance	CRDPAY09 = 1	27.61	3.20	1.94	530	1.65	2.72
Community service/volunteer work in last year	COMSRV09 = 1	30.28	1.81	1.26	1,330	1.43	2.05
Ever voted	VOTEVE09 = 1	93.28	1.20	0.70	1,270	1.71	2.91

See notes at end of table.

Table L-45. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for female, Black or African American students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.60	2.58
Minimum	†	†	†	†	†	1.34	1.80
25th percentile	†	†	†	†	†	1.47	2.16
Median	†	†	†	†	†	1.60	2.57
75th percentile	†	†	†	†	†	1.69	2.86
Maximum	†	†	†	†	†	1.96	3.84

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-46. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for female, Hispanic or Latino students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	23.29	1.75	1.20	1,240	1.46	2.14
Attained degree at any institution	PRATT6Y = 1, 2	42.70	2.59	1.40	1,240	1.85	3.41
No degree from any institution	PRATT6Y = 3, 4	57.30	2.59	1.40	1,240	1.85	3.41
Earned a bachelor's degree at first institution	PROUTFI6 = 1	11.37	1.05	0.90	1,240	1.16	1.35
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	24.27	2.40	1.22	1,240	1.97	3.87
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	17.17	1.32	1.07	1,240	1.23	1.51
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	25.52	2.40	1.24	1,240	1.94	3.75
No degree from last institution attended	PRLVL6Y = 4, 5, 6	57.30	2.59	1.40	1,240	1.85	3.41
Transferred at least once	TFNUM6Y > 0	28.69	1.75	1.28	1,240	1.37	1.87
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	50.52	2.41	1.42	1,240	1.70	2.88
Currently repaying education loans (for students with loans)	RPYSL09 = 0	52.03	2.97	1.94	660	1.53	2.33
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	29.40	3.99	2.65	300	1.50	2.26
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	72.00	3.01	1.76	650	1.72	2.94
Currently employed	JOBST09 = 1	73.98	2.22	1.48	880	1.50	2.25
Hold license or certification for job	JOBLCH09 = 1	88.88	4.46	2.62	140	1.70	2.90
Self-employed	JOBEMP09 = 6	2.05	0.74	0.56	650	1.33	1.76
Current job related to coursework	JOBRCR09 = 1	40.22	3.30	2.32	450	1.43	2.03
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	20.96	2.23	1.60	650	1.39	1.95
Satisfied with pay at first job	JOBS09H = 1	57.04	3.20	1.98	630	1.62	2.63
Employer offers medical insurance	JBEN09B = 1	77.35	2.45	1.67	630	1.47	2.15
Consider current job start of career	JOBCAR09 = 1	46.52	2.89	1.96	650	1.48	2.18
Currently looking for job, for unemployed	UNEMPL09 = 1	63.79	6.20	3.14	230	1.97	3.89
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	34.83	2.55	1.62	860	1.57	2.47
Receiving unemployment compensation	UNEMCP09 = 1	26.47	4.74	3.50	160	1.35	1.83
Has a disability	DISABL09 = 1	11.42	1.31	0.90	1,240	1.46	2.12
Single, never married	SMAR09 = 1	56.15	2.22	1.41	1,240	1.58	2.48
Has any dependent children	DEPANY09 = 1	50.38	2.54	1.42	1,240	1.79	3.19
Received any untaxed benefits in 2008	UNTAX09 = 1	12.56	1.49	0.94	1,240	1.58	2.50
Has any credit cards in 2009	CRDANY09 = 1	63.86	2.25	1.36	1,240	1.65	2.72
Payoff credit card balance	CRDPAY09 = 1	35.25	2.26	1.69	800	1.34	1.80
Community service/volunteer work in last year	COMSRV09 = 1	24.06	1.61	1.21	1,240	1.33	1.76
Ever voted	VOTEVE09 = 1	85.14	1.73	1.06	1,130	1.63	2.67

See notes at end of table.

Table L-46. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for female, Hispanic or Latino students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.57	2.51
Minimum	†	†	†	†	†	1.16	1.35
25th percentile	†	†	†	†	†	1.41	1.99
Median	†	†	†	†	†	1.55	2.40
75th percentile	†	†	†	†	†	1.71	2.92
Maximum	†	†	†	†	†	1.97	3.89

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-47. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for female, Asian students: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	14.80	2.50	1.78	400	1.41	1.98
Attained degree at any institution	PRATT6Y = 1, 2	69.03	3.61	2.31	400	1.56	2.44
No degree from any institution	PRATT6Y = 3, 4	30.97	3.61	2.31	400	1.56	2.44
Earned a bachelor's degree at first institution	PROUTFI6 = 1	40.80	3.41	2.46	400	1.39	1.92
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	12.19	2.20	1.64	400	1.34	1.80
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	52.97	3.76	2.50	400	1.50	2.26
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	16.06	2.81	1.84	400	1.53	2.34
No degree from last institution attended	PRLVL6Y = 4, 5, 6	30.97	3.61	2.31	400	1.56	2.44
Transferred at least once	TFNUM6Y > 0	32.06	3.28	2.34	400	1.40	1.97
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	43.36	3.53	2.48	400	1.42	2.02
Currently repaying education loans (for students with loans)	RPYSL09 = 0	55.53	5.14	3.77	170	1.36	1.86
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	29.19	3.90	3.05	220	1.28	1.63
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	87.04	3.42	2.16	240	1.58	2.51
Currently employed	JOBST09 = 1	76.77	3.56	2.56	270	1.39	1.94
Hold license or certification for job	JOBLCH09 = 1	85.28	7.95	5.34	40	1.49	2.21
Self-employed	JOBEMP09 = 6	4.38	2.10	1.41	210	1.49	2.23
Current job related to coursework	JOBRCR09 = 1	42.31	6.31	5.18	90	1.22	1.48
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	49.61	4.46	3.44	210	1.30	1.68
Satisfied with pay at first job	JOBS09H = 1	52.79	3.99	3.47	210	1.15	1.32
Employer offers medical insurance	JBEN09B = 1	73.09	4.48	3.08	210	1.45	2.11
Consider current job start of career	JOBCAR09 = 1	55.45	4.37	3.42	210	1.28	1.63
Currently looking for job, for unemployed	UNEMPL09 = 1	77.81	7.05	5.32	60	1.33	1.76
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	26.47	3.55	2.71	270	1.31	1.71
Receiving unemployment compensation	UNEMCP09 = 1	8.48	5.23	4.25	40	1.23	1.51
Has a disability	DISABL09 = 1	6.89	1.58	1.27	400	1.25	1.56
Single, never married	SMAR09 = 1	74.72	3.28	2.18	400	1.51	2.27
Has any dependent children	DEPANY09 = 1	16.92	3.15	1.88	400	1.68	2.82
Received any untaxed benefits in 2008	UNTAX09 = 1	4.93	1.63	1.08	400	1.51	2.27
Has any credit cards in 2009	CRDANY09 = 1	81.25	2.75	1.95	400	1.41	1.98
Payoff credit card balance	CRDPAY09 = 1	64.61	4.17	2.65	330	1.57	2.47
Community service/volunteer work in last year	COMSRV09 = 1	40.44	3.19	2.46	400	1.30	1.69
Ever voted	VOTEVE09 = 1	78.73	2.84	2.29	320	1.24	1.55

See notes at end of table.

Table L-47. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for female, Asian students: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.41	1.99
Minimum	†	†	†	†	†	1.15	1.32
25th percentile	†	†	†	†	†	1.30	1.69
Median	†	†	†	†	†	1.41	1.97
75th percentile	†	†	†	†	†	1.51	2.27
Maximum	†	†	†	†	†	1.68	2.82

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-48. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students that are female, other race/ethnicities including more than one race: 2009

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Still enrolled at any institution	PRATT6Y = 1, 3	29.92	3.19	2.08	490	1.53	2.35
Attained degree at any institution	PRATT6Y = 1, 2	43.79	3.50	2.25	490	1.55	2.41
No degree from any institution	PRATT6Y = 3, 4	56.21	3.50	2.25	490	1.55	2.41
Earned a bachelor's degree at first institution	PROUTFI6 = 1	21.25	2.98	1.86	490	1.61	2.58
Earned a certificate or associate's degree (any non-BA degree) at first institution	PROUTFI6 = 2, 3	13.16	2.26	1.53	490	1.48	2.18
Earned a bachelor's degree at last institution attended	PRLVL6Y = 1	27.58	3.03	2.03	490	1.49	2.23
Earned a certificate or associate's degree (any non-BA degree) at last institution attended	PRLVL6Y = 2, 3	16.21	2.62	1.67	490	1.57	2.46
No degree from last institution attended	PRLVL6Y = 4, 5, 6	56.21	3.50	2.25	490	1.55	2.41
Transferred at least once	TFNUM6Y > 0	34.87	3.80	2.16	490	1.76	3.09
Received any loans (Stafford, Perkins, or PLUS) through June 2009	T4TCUM09 > 0	56.61	3.07	2.25	490	1.37	1.87
Currently repaying education loans (for students with loans)	RPYSL09 = 0	56.34	5.22	3.00	270	1.74	3.03
Enrolled in degree or certification program since earning bachelor's degree	GRDEG09 = 1	28.27	5.22	3.62	160	1.44	2.08
Primarily a student working to pay expenses (for students enrolled and employed)	SEROLE09 = 1	79.74	4.33	2.37	290	1.83	3.34
Currently employed	JOBST09 = 1	73.71	3.70	2.45	320	1.51	2.28
Hold license or certification for job	JOBLCH09 = 1	90.80	5.07	3.64	60	1.39	1.94
Self-employed	JOBEMP09 = 6	4.52	1.98	1.35	240	1.47	2.15
Current job related to coursework	JOBRCR09 = 1	17.99	4.82	3.23	140	1.49	2.22
Employer required 2-year or 4-year college degree	JOBRDG09 = 1	25.00	3.75	2.81	240	1.33	1.78
Satisfied with pay at first job	JOBS09H = 1	52.52	5.97	3.32	230	1.80	3.23
Employer offers medical insurance	JBEN09B = 1	75.38	4.38	2.87	230	1.53	2.34
Consider current job start of career	JOBCAR09 = 1	51.42	5.43	3.25	240	1.67	2.80
Currently looking for job, for unemployed	UNEMPL09 = 1	59.45	8.39	5.29	90	1.59	2.51
Ever employed for more than 3 months since undergraduate graduation	UNEMPG09 = 1	27.66	3.87	2.55	310	1.51	2.29
Receiving unemployment compensation	UNEMCP09 = 1	21.32	7.01	5.29	60	1.33	1.76
Has a disability	DISABL09 = 1	17.62	2.70	1.73	490	1.56	2.45
Single, never married	SMAR09 = 1	63.93	3.45	2.18	490	1.59	2.51
Has any dependent children	DEPANY09 = 1	36.82	3.81	2.19	490	1.74	3.04
Received any untaxed benefits in 2008	UNTAX09 = 1	12.50	2.33	1.50	490	1.56	2.42
Has any credit cards in 2009	CRDANY09 = 1	56.11	3.45	2.25	490	1.53	2.34
Payoff credit card balance	CRDPAY09 = 1	40.32	3.87	2.83	300	1.37	1.87
Community service/volunteer work in last year	COMSRV09 = 1	36.32	3.52	2.18	490	1.61	2.60
Ever voted	VOTEVE09 = 1	85.30	2.95	1.64	470	1.80	3.24

See notes at end of table.

Table L-48. Design effects for selected variables using the BPS:04/09 panel weight (WTB000) for students that are female, other race/ethnicities including more than one race: 2009—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	1.56	2.44
Minimum	†	†	†	†	†	1.33	1.76
25th percentile	†	†	†	†	†	1.48	2.20
Median	†	†	†	†	†	1.55	2.41
75th percentile	†	†	†	†	†	1.61	2.59
Maximum	†	†	†	†	†	1.83	3.34

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-49. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for all students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.56	0.03	0.02	16,840	1.30	1.69
Total non-course credits	QBTLNCCR	0.90	0.05	0.03	16,680	1.59	2.53
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	78.62	0.42	0.31	16,960	1.32	1.74
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	19.52	0.44	0.30	16,960	1.44	2.08
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	16.76	0.38	0.29	16,960	1.33	1.76
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	7.09	0.32	0.20	16,960	1.65	2.71
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	60.13	1.26	0.38	16,960	3.36	11.27
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	58.33	1.13	0.38	16,960	2.99	8.95
Enrolled in 2009	QDEN2009=1	15.93	0.45	0.29	16,440	1.59	2.53
Total schools attended	QDSCHTOT	1.57	0.02	0.01	16,960	2.88	8.29
Count of stopouts longer than 5 months	QDGT5STP	0.33	0.01	#	16,370	1.87	3.49
Total elapsed stopout time	QDOTSTP	18.74	0.29	0.20	4,180	1.42	2.02
Elapsed time from entry to first award	QDFA2AW1	40.43	0.34	0.18	8,540	1.96	3.83
Elapsed time from entry to bachelor's degree	QDFA2BCH	49.56	0.26	0.12	5,770	2.24	5.01
Total months enrolled	QDTOTMON	30.97	0.28	0.14	16,410	2.04	4.16
STEM courses: credits earned	QESTMERN	18.34	0.33	0.19	16,690	1.75	3.05
Non-STEM courses: credits earned	QENSTERN	56.69	0.57	0.34	16,600	1.69	2.86
First and second years combined: credits earned	QE12ERN	37.35	0.37	0.19	16,110	1.98	3.93
GPA at all institutions attended	QEGPAALL	2.75	0.01	0.01	16,110	2.12	4.49
Number of courses with repeats	QETCSRPT	0.64	0.03	0.01	16,900	2.12	4.48
Remedial courses: number taken	QETOTR	1.25	0.03	0.02	16,900	2.31	5.33
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	18.54	0.95	0.41	8,940	2.32	5.39
Highest degree attained = Associate's degree	QFHGHDEG2=1	20.63	0.91	0.43	8,940	2.14	4.56

See notes at end of table.

Table L-49. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for all students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	60.83	0.93	0.52	8,940	1.79	3.21
Any degree attained	QFANYDEG=1	47.79	0.71	0.38	16,960	1.84	3.39
Summary statistics							
Mean	†	†	†	†	†	1.96	4.11
Minimum	†	†	†	†	†	1.30	1.69
25th percentile	†	†	†	†	†	1.59	2.53
Median	†	†	†	†	†	1.87	3.49
75th percentile	†	†	†	†	†	2.14	4.56
Maximum	†	†	†	†	†	3.36	11.27

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-50. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was public, 2-year: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.08	0.02	0.01	5,800	1.49	2.21
Total non-course credits	QBTLNCCR	0.34	0.08	0.03	5,780	2.39	5.70
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	99.65	0.11	0.08	5,820	1.45	2.11
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	6.44	0.87	0.32	5,820	2.69	7.24
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	5.38	0.52	0.30	5,820	1.74	3.04
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	1.95	0.44	0.18	5,820	2.43	5.89
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	29.24	2.00	0.60	5,820	3.36	11.27
Enrolled in 2009	QDEN2009=1	19.56	0.88	0.52	5,780	1.68	2.83
Total schools attended	QDSCHTOT	1.57	0.04	0.01	5,820	3.52	12.37
Count of stopouts longer than 5 months	QDGT5STP	0.45	0.02	0.01	5,760	1.70	2.89
Total elapsed stopout time	QDTOTSTP	19.15	0.40	0.29	2,100	1.38	1.91
Elapsed time from entry to first award	QDFA2AW1	37.48	0.75	0.39	1,960	1.93	3.74
Elapsed time from entry to bachelor's degree	QDFA2BCH	52.92	1.35	0.48	680	2.81	7.88
Total months enrolled	QDTOTMON	27.68	0.49	0.23	5,770	2.13	4.52
STEM courses: credits earned	QESTMERN	13.98	0.42	0.24	5,770	1.72	2.96
Non-STEM courses: credits earned	QENSTERN	42.52	0.87	0.50	5,780	1.75	3.05
First and second years combined: credits earned	QE12ERN	27.56	0.50	0.28	5,710	1.79	3.19
GPA at all institutions attended	QEGPAALL	2.61	0.03	0.01	5,590	2.04	4.16
Number of courses with repeats	QETCSRPT	0.62	0.05	0.02	5,810	2.26	5.10
Remedial courses: number taken	QETOTR	1.90	0.07	0.03	5,810	2.23	4.98
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	21.33	2.04	0.91	2,010	2.24	5.00
Highest degree attained = Associate's degree	QFHGHDEG2=1	45.15	1.59	1.11	2,010	1.43	2.05
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	33.53	1.98	1.05	2,010	1.88	3.52
Any degree attained	QFANYDEG=1	32.15	0.96	0.61	5,820	1.57	2.46

See notes at end of table.

Table L-50. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was public, 2-year: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Summary statistics							
Mean	†	†	†	†	†	2.07	4.59
Minimum	†	†	†	†	†	1.38	1.91
25th percentile	†	†	†	†	†	1.69	2.86
Median	†	†	†	†	†	1.91	3.63
75th percentile	†	†	†	†	†	2.32	5.40
Maximum	†	†	†	†	†	3.52	12.37

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-51. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was public, 4-year: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	1.17	0.09	0.07	4,500	1.23	1.52
Total non-course credits	QBTLNCCR	1.61	0.09	0.08	4,450	1.16	1.35
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	99.82	0.06	0.06	4,550	1.00	1.01
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	6.29	0.46	0.36	4,550	1.28	1.63
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	2.25	0.28	0.22	4,550	1.28	1.63
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	0.39	0.08	0.09	4,550	0.92	0.85
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	31.11	1.04	0.69	4,550	1.51	2.28
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	99.59	0.15	0.09	4,550	1.57	2.46
Enrolled in 2009	QDEN2009=1	15.96	0.68	0.54	4,520	1.25	1.56
Total schools attended	QDSCHTOT	1.68	0.02	0.01	4,550	1.52	2.31
Count of stopouts longer than 5 months	QDGT5STP	0.25	0.02	0.01	4,510	1.93	3.74
Total elapsed stopout time	QDGTOTSTP	16.98	0.54	0.39	950	1.39	1.93
Elapsed time from entry to first award	QDFA2AW1	48.85	0.24	0.18	2,740	1.30	1.69
Elapsed time from entry to bachelor's degree	QDFA2BCH	49.86	0.20	0.16	2,520	1.25	1.56
Total months enrolled	QDTOTMON	39.75	0.36	0.23	4,520	1.58	2.49
STEM courses: credits earned	QESTMERN	27.06	0.49	0.44	4,520	1.12	1.24
Non-STEM courses: credits earned	QENSTERN	78.31	1.11	0.64	4,520	1.75	3.06
First and second years combined: credits earned	QE12ERN	47.54	0.61	0.31	4,510	1.96	3.84
GPA at all institutions attended	QEGPAALL	2.81	0.02	0.01	4,500	1.73	2.99
Number of courses with repeats	QETCSRPT	0.82	0.05	0.03	4,520	1.56	2.42
Remedial courses: number taken	QETOTR	0.83	0.05	0.02	4,520	2.32	5.40
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	1.86	0.32	0.26	2,760	1.23	1.52
Highest degree attained = Associate's degree	QFHGHDEG2=1	5.66	0.77	0.44	2,760	1.76	3.09

See notes at end of table.

Table L-51. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was public, 4-year: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	92.48	0.81	0.50	2,760	1.61	2.58
Any degree attained	QFANYDEG=1	59.79	1.32	0.73	4,550	1.82	3.30
Summary statistics							
Mean	†	†	†	†	†	1.48	2.30
Minimum	†	†	†	†	†	0.92	0.85
25th percentile	†	†	†	†	†	1.25	1.56
Median	†	†	†	†	†	1.51	2.28
75th percentile	†	†	†	†	†	1.73	2.99
Maximum	†	†	†	†	†	2.32	5.40

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-52. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was private nonprofit, 4-year: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	1.47	0.12	0.08	3,610	1.51	2.28
Total non-course credits	QBTLNCCR	2.07	0.15	0.10	3,580	1.59	2.54
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	37.06	1.58	0.80	3,650	1.98	3.91
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	98.46	0.37	0.20	3,650	1.79	3.21
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	1.89	0.43	0.23	3,650	1.91	3.65
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	0.37	0.18	0.10	3,650	1.75	3.05
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	24.60	1.22	0.71	3,650	1.70	2.91
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	99.02	0.36	0.16	3,650	2.19	4.78
Enrolled in 2009	QDEN2009=1	10.76	0.95	0.51	3,640	1.85	3.43
Total schools attended	QDSCHTOT	1.70	0.03	0.01	3,650	1.79	3.21
Count of stopouts longer than 5 months	QDGT5STP	0.23	0.02	0.01	3,630	1.97	3.89
Total elapsed stopout time	QDTOTSTP	16.57	0.83	0.43	680	1.94	3.77
Elapsed time from entry to first award	QDFA2AW1	45.27	0.58	0.19	2,580	3.09	9.53
Elapsed time from entry to bachelor's degree	QDFA2BCH	47.30	0.26	0.14	2,440	1.87	3.50
Total months enrolled	QDTOTMON	36.87	0.59	0.22	3,630	2.62	6.89
STEM courses: credits earned	QESTMERN	23.83	1.22	0.47	3,610	2.58	6.68
Non-STEM courses: credits earned	QENSTERN	81.89	1.43	0.69	3,620	2.07	4.27
First and second years combined: credits earned	QE12ERN	50.64	0.67	0.33	3,590	2.00	4.00
GPA at all institutions attended	QEGPAALL	3.02	0.03	0.01	3,580	2.07	4.30
Number of courses with repeats	QETCSRPT	0.56	0.06	0.03	3,650	1.69	2.85
Remedial courses: number taken	QETOTR	0.64	0.06	0.03	3,650	2.51	6.30
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	1.11	0.33	0.20	2,610	1.60	2.57
Highest degree attained = Associate's degree	QFHGHDEG2=1	6.12	1.32	0.47	2,610	2.81	7.90

See notes at end of table.

Table L-52. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was private nonprofit, 4-year: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	92.77	1.28	0.51	2,610	2.53	6.38
Any degree attained	QFANYDEG=1	67.35	1.56	0.78	3,650	2.00	4.02
Summary statistics							
Mean	†	†	†	†	†	2.06	4.39
Minimum	†	†	†	†	†	1.51	2.28
25th percentile	†	†	†	†	†	1.79	3.21
Median	†	†	†	†	†	1.97	3.89
75th percentile	†	†	†	†	†	2.19	4.78
Maximum	†	†	†	†	†	3.09	9.53

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-53. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was private-for-profit, 2-year or less: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	#	#	#	1,670	0.50	0.25
Total non-course credits	QBTLNCCR	0.09	0.05	0.04	1,630	1.43	2.03
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	14.89	1.62	0.87	1,670	1.86	3.45
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	1.57	0.82	0.30	1,670	2.69	7.26
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	98.32	0.60	0.31	1,670	1.92	3.69
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	47.82	3.63	1.22	1,670	2.98	8.85
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	54.36	4.05	1.22	1,670	3.32	11.05
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	12.47	2.90	0.81	1,670	3.59	12.89
Enrolled in 2009	QDEN2009=1	9.89	1.45	0.81	1,370	1.79	3.22
Total schools attended	QDSCHTOT	1.26	0.03	0.01	1,670	2.31	5.33
Count of stopouts longer than 5 months	QDGT5STP	0.17	0.02	0.01	1,340	1.88	3.55
Total elapsed stopout time	QDTOTSTP	25.59	1.30	1.15	200	1.13	1.28
Elapsed time from entry to first award	QDFA2AW1	15.27	1.00	0.37	760	2.71	7.33
Elapsed time from entry to bachelor's degree	QDFA2BCH	50.70	1.98	1.57	20	1.26	1.59
Total months enrolled	QDTOTMON	14.92	0.64	0.28	1,360	2.26	5.10
STEM courses: credits earned	QESTMERN	8.18	1.01	0.33	1,580	3.08	9.50
Non-STEM courses: credits earned	QENSTERN	29.93	1.40	0.67	1,480	2.08	4.33
First and second years combined: credits earned	QE12ERN	31.37	1.67	0.67	1,190	2.47	6.12
GPA at all institutions attended	QEGPAALL	2.78	0.06	0.03	1,330	2.16	4.66
Number of courses with repeats	QETCSRPT	0.32	0.06	0.03	1,670	1.85	3.43
Remedial courses: number taken	QETOTR	0.62	0.09	0.03	1,670	2.64	6.95
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	80.35	4.28	1.27	980	3.36	11.32
Highest degree attained = Associate's degree	QFHGHDEG2=1	18.80	4.23	1.25	980	3.38	11.41

See notes at end of table.

Table L-53. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was private for-profit, 2-year or less: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	0.85	0.29	0.29	980	0.98	0.95
Any degree attained	QFANYDEG=1	56.22	2.01	1.21	1,670	1.66	2.75
Summary statistics							
Mean	†	†	†	†	†	2.21	5.53
Minimum	†	†	†	†	†	0.50	0.25
25th percentile	†	†	†	†	†	1.79	3.22
Median	†	†	†	†	†	2.16	4.66
75th percentile	†	†	†	†	†	2.71	7.33
Maximum	†	†	†	†	†	3.59	12.89

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-54. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was private for-profit, 4 year: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.04	0.04	0.02	400	1.76	3.08
Total non-course credits	QBTLNCCR	0.56	0.37	0.19	400	1.96	3.83
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	13.59	2.87	1.72	400	1.67	2.80
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	1.51	0.81	0.61	400	1.32	1.75
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	99.80	0.17	0.22	400	0.76	0.57
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	1.69	1.07	0.65	400	1.66	2.76
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	13.09	2.69	1.69	400	1.59	2.54
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	99.86	0.11	0.19	400	0.59	0.34
Enrolled in 2009	QDEN2009=1	8.32	2.10	1.38	400	1.52	2.30
Total schools attended	QDSCHTOT	1.32	0.05	0.03	400	1.61	2.59
Count of stopouts longer than 5 months	QDGT5STP	0.23	0.04	0.03	400	1.55	2.39
Total elapsed stopout time	QDTOTSTP	19.10	1.79	1.30	90	1.38	1.91
Elapsed time from entry to first award	QDFA2AW1	33.08	2.22	1.04	160	2.13	4.52
Elapsed time from entry to bachelor's degree	QDFA2BCH	47.48	2.25	1.15	60	1.95	3.80
Total months enrolled	QDTOTMON	25.08	1.43	0.75	400	1.90	3.61
STEM courses: credits earned	QESTMERN	16.00	3.59	1.18	400	3.05	9.29
Non-STEM courses: credits earned	QENSTERN	45.45	5.31	2.09	400	2.54	6.44
First and second years combined: credits earned	QE12ERN	40.77	3.27	1.47	400	2.22	4.94
GPA at all institutions attended	QEGPAALL	2.66	0.11	0.05	380	2.31	5.31
Number of courses with repeats	QETCSRPT	0.85	0.26	0.10	400	2.69	7.22
Remedial courses: number taken	QETOTR	0.92	0.21	0.07	400	3.01	9.07
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	6.05	2.78	1.90	160	1.47	2.15
Highest degree attained = Associate's degree	QFHGHDEG2=1	56.09	7.81	3.95	160	1.98	3.91

See notes at end of table.

Table L-54. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was private for-profit, 4 year: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	37.86	8.34	3.86	160	2.16	4.67
Any degree attained	QFANYDEG=1	40.21	4.34	2.45	400	1.77	3.13
Summary statistics							
Mean	†	†	†	†	†	1.86	3.80
Minimum	†	†	†	†	†	0.59	0.34
25th percentile	†	†	†	†	†	1.55	2.39
Median	†	†	†	†	†	1.77	3.13
75th percentile	†	†	†	†	†	2.16	4.67
Maximum	†	†	†	†	†	3.05	9.29

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-55. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was public less-than-2-year or private nonprofit 2-year or less: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.04	0.05	0.02	860	2.17	4.72
Total non-course credits	QBTLNCCR	0.15	0.09	0.04	850	2.04	4.15
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	66.37	2.91	1.60	870	1.82	3.31
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	40.42	4.37	1.66	870	2.63	6.91
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	11.40	4.49	1.08	870	4.18	17.45
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	46.81	4.57	1.69	870	2.70	7.31
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	55.15	5.78	1.68	870	3.43	11.77
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	19.98	5.13	1.35	870	3.79	14.35
Enrolled in 2009	QDEN2009=1	12.16	3.06	1.20	740	2.55	6.50
Total schools attended	QDSCHTOT	1.40	0.08	0.03	870	2.90	8.43
Count of stopouts longer than 5 months	QDGT5STP	0.19	0.05	0.02	730	2.64	6.96
Total elapsed stopout time	QDTOTSTP	18.74	3.01	1.16	150	2.59	6.73
Elapsed time from entry to first award	QDFA2AW1	22.06	2.23	0.88	350	2.53	6.41
Elapsed time from entry to bachelor's degree	QDFA2BCH	55.93	3.79	1.54	50	2.46	6.07
Total months enrolled	QDTOTMON	19.74	1.43	0.54	740	2.66	7.07
STEM courses: credits earned	QESTMERN	10.55	1.93	0.63	820	3.05	9.33
Non-STEM courses: credits earned	QENSTERN	37.72	3.52	1.25	810	2.83	7.98
First and second years combined: credits earned	QE12ERN	33.21	2.59	0.86	710	3.02	9.12
GPA at all institutions attended	QEGPAALL	2.87	0.10	0.04	730	2.79	7.80
Number of courses with repeats	QETCSRPT	0.42	0.15	0.06	860	2.62	6.89
Remedial courses: number taken	QETOTR	1.22	0.23	0.07	860	3.26	10.64
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	64.10	6.36	2.30	440	2.76	7.64
Highest degree attained = Associate's degree	QFHGHDEG2=1	25.33	5.84	2.09	440	2.80	7.85

See notes at end of table.

Table L-55. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students whose base year institution was public less-than-2-year or private nonprofit 2-year or less: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	10.57	4.14	1.47	440	2.81	7.87
Any degree attained	QFANYDEG=1	52.72	4.84	1.69	870	2.86	8.19
Summary statistics							
Mean	†	†	†	†	†	2.80	8.06
Minimum	†	†	†	†	†	1.82	3.31
25th percentile	†	†	†	†	†	2.59	6.73
Median	†	†	†	†	†	2.76	7.64
75th percentile	†	†	†	†	†	2.90	8.43
Maximum	†	†	†	†	†	4.18	17.45

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-56. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for male students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.61	0.05	0.04	7,030	1.13	1.27
Total non-course credits	QBTLNCCR	1.04	0.09	0.06	6,970	1.66	2.77
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	80.05	0.96	0.47	7,090	2.03	4.11
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	19.43	0.66	0.47	7,090	1.41	1.99
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	14.01	0.89	0.41	7,090	2.16	4.68
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	4.36	0.42	0.24	7,090	1.74	3.01
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	60.16	1.50	0.58	7,090	2.58	6.63
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	60.08	1.57	0.58	7,090	2.70	7.28
Enrolled in 2009	QDEN2009=1	16.13	0.73	0.44	6,910	1.65	2.71
Total schools attended	QDSCHTOT	1.56	0.02	0.01	7,090	2.51	6.32
Count of stopouts longer than 5 months	QDGT5STP	0.33	0.01	0.01	6,890	1.74	3.01
Total elapsed stopout time	QDTOTSTP	18.64	0.51	0.31	1,720	1.65	2.72
Elapsed time from entry to first award	QDFA2AW1	41.44	0.53	0.28	3,360	1.92	3.71
Elapsed time from entry to bachelor's degree	QDFA2BCH	50.28	0.39	0.20	2,350	1.97	3.86
Total months enrolled	QDTOTMON	30.80	0.38	0.21	6,900	1.80	3.25
STEM courses: credits earned	QESTMERN	21.65	0.59	0.34	7,000	1.73	3.00
Non-STEM courses: credits earned	QENSTERN	53.18	0.86	0.51	6,980	1.67	2.79
First and second years combined: credits earned	QE12ERN	37.21	0.56	0.29	6,810	1.90	3.60
GPA at all institutions attended	QEGPAALL	2.63	0.02	0.01	6,790	1.68	2.82
Number of courses with repeats	QETCSRPT	0.67	0.04	0.02	7,060	1.68	2.83
Remedial courses: number taken	QETOTR	1.19	0.04	0.02	7,060	1.72	2.94
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	14.85	1.36	0.60	3,490	2.25	5.07
Highest degree attained = Associate's degree	QFHGHDEG2=1	22.34	1.54	0.71	3,490	2.19	4.78

See notes at end of table.

Table L-56. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for male students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	62.81	1.53	0.82	3,490	1.86	3.47
Any degree attained	QFANYDEG=1	44.54	0.93	0.59	7,090	1.57	2.47
Summary statistics							
Mean	†	†	†	†	†	1.88	3.64
Minimum	†	†	†	†	†	1.13	1.27
25th percentile	†	†	†	†	†	1.67	2.79
Median	†	†	†	†	†	1.74	3.01
75th percentile	†	†	†	†	†	2.03	4.11
Maximum	†	†	†	†	†	2.70	7.28

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-57. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for female students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.52	0.04	0.03	9,810	1.31	1.71
Total non-course credits	QBTLNCCR	0.79	0.05	0.04	9,710	1.35	1.82
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	77.56	0.63	0.42	9,870	1.51	2.28
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	19.59	0.64	0.40	9,870	1.60	2.55
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	18.80	0.74	0.39	9,870	1.89	3.58
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	9.12	0.41	0.29	9,870	1.40	1.97
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	60.10	1.38	0.49	9,870	2.79	7.79
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	57.04	1.19	0.50	9,870	2.39	5.70
Enrolled in 2009	QDEN2009=1	15.78	0.53	0.37	9,530	1.42	2.03
Total schools attended	QDSCHTOT	1.58	0.02	0.01	9,870	2.23	4.99
Count of stopouts longer than 5 months	QDGT5STP	0.33	0.01	0.01	9,480	1.65	2.73
Total elapsed stopout time	QDTOTSTP	18.82	0.37	0.27	2,460	1.37	1.88
Elapsed time from entry to first award	QDFA2AW1	39.76	0.41	0.23	5,180	1.81	3.29
Elapsed time from entry to bachelor's degree	QDFA2BCH	49.06	0.27	0.14	3,420	1.87	3.50
Total months enrolled	QDTOTMON	31.09	0.34	0.18	9,510	1.92	3.68
STEM courses: credits earned	QESTMERN	15.87	0.32	0.20	9,690	1.57	2.48
Non-STEM courses: credits earned	QENSTERN	59.31	0.71	0.45	9,630	1.57	2.47
First and second years combined: credits earned	QE12ERN	37.46	0.45	0.24	9,300	1.87	3.49
GPA at all institutions attended	QEGPAALL	2.84	0.02	0.01	9,330	2.10	4.39
Number of courses with repeats	QETCSRPT	0.61	0.04	0.02	9,840	1.91	3.65
Remedial courses: number taken	QETOTR	1.30	0.05	0.02	9,840	2.29	5.24
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	20.96	1.13	0.55	5,460	2.05	4.22
Highest degree attained = Associate's degree	QFHGHDEG2=1	19.51	1.02	0.54	5,460	1.90	3.61

See notes at end of table.

Table L-57. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for female students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	59.53	1.15	0.66	5,460	1.73	3.00
Any degree attained	QFANYDEG=1	50.20	0.87	0.50	9,870	1.73	2.98
Summary statistics							
Mean	†	†	†	†	†	1.81	3.40
Minimum	†	†	†	†	†	1.31	1.71
25th percentile	†	†	†	†	†	1.57	2.47
Median	†	†	†	†	†	1.81	3.29
75th percentile	†	†	†	†	†	1.92	3.68
Maximum	†	†	†	†	†	2.79	7.79

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-58. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for White students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.61	0.04	0.03	10,750	1.26	1.60
Total non-course credits	QBTLNCCR	0.94	0.05	0.04	10,650	1.30	1.69
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	81.43	0.71	0.37	10,820	1.90	3.59
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	21.83	0.71	0.40	10,820	1.78	3.17
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	11.83	0.63	0.31	10,820	2.03	4.12
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	4.15	0.39	0.19	10,820	2.02	4.08
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	58.96	1.78	0.47	10,820	3.76	14.15
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	62.92	1.71	0.46	10,820	3.68	13.56
Enrolled in 2009	QDEN2009=1	15.06	0.54	0.35	10,550	1.54	2.36
Total schools attended	QDSCHTOT	1.61	0.03	0.01	10,820	3.21	10.33
Count of stopouts longer than 5 months	QDGT5STP	0.31	0.01	0.01	10,520	1.69	2.87
Total elapsed stopout time	QDTOTSTP	18.38	0.37	0.26	2,520	1.46	2.14
Elapsed time from entry to first award	QDFA2AW1	42.10	0.41	0.19	6,000	2.13	4.54
Elapsed time from entry to bachelor's degree	QDFA2BCH	49.44	0.33	0.13	4,310	2.44	5.94
Total months enrolled	QDTOTMON	32.36	0.35	0.17	10,530	2.09	4.38
STEM courses: credits earned	QESTMERN	19.66	0.39	0.24	10,670	1.66	2.76
Non-STEM courses: credits earned	QENSTERN	61.60	0.85	0.43	10,600	1.97	3.90
First and second years combined: credits earned	QE12ERN	39.79	0.52	0.23	10,340	2.24	5.03
GPA at all institutions attended	QEGPAALL	2.87	0.02	0.01	10,360	1.83	3.33
Number of courses with repeats	QETCSRPT	0.54	0.03	0.02	10,790	1.89	3.58
Remedial courses: number taken	QETOTR	0.95	0.03	0.01	10,790	2.08	4.34
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	13.56	1.08	0.43	6,220	2.50	6.24
Highest degree attained = Associate's degree	QFHGHDEG2=1	20.21	1.10	0.51	6,220	2.16	4.66

See notes at end of table.

Table L-58. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for White students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	66.23	1.33	0.60	6,220	2.21	4.89
Any degree attained	QFANYDEG=1	52.40	0.91	0.48	10,820	1.89	3.59
Summary statistics							
Mean	†	†	†	†	†	2.11	4.83
Minimum	†	†	†	†	†	1.26	1.60
25th percentile	†	†	†	†	†	1.78	3.17
Median	†	†	†	†	†	2.02	4.08
75th percentile	†	†	†	†	†	2.21	4.89
Maximum	†	†	†	†	†	3.76	14.15

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-59. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for Black or African American students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.11	0.05	0.05	2,200	1.02	1.04
Total non-course credits	QBTLNCCR	0.54	0.24	0.09	2,190	2.67	7.13
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	73.64	1.94	0.94	2,200	2.07	4.27
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	16.79	1.76	0.80	2,200	2.21	4.87
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	27.11	1.83	0.95	2,200	1.93	3.72
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	11.03	1.14	0.67	2,200	1.71	2.92
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	63.99	2.40	1.02	2,200	2.34	5.48
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	50.22	2.33	1.07	2,200	2.18	4.77
Enrolled in 2009	QDEN2009=1	17.29	1.32	0.82	2,130	1.61	2.59
Total schools attended	QDSCHTOT	1.56	0.04	0.02	2,200	2.18	4.75
Count of stopouts longer than 5 months	QDGT5STP	0.41	0.03	0.01	2,110	1.85	3.43
Total elapsed stopout time	QDOTSTP	20.74	0.77	0.53	650	1.46	2.13
Elapsed time from entry to first award	QDFA2AW1	36.27	1.01	0.68	760	1.49	2.21
Elapsed time from entry to bachelor's degree	QDFA2BCH	49.78	0.64	0.44	390	1.47	2.15
Total months enrolled	QDTOTMON	26.38	0.82	0.38	2,120	2.18	4.73
STEM courses: credits earned	QESTMERN	12.85	0.60	0.39	2,160	1.54	2.39
Non-STEM courses: credits earned	QENSTERN	44.75	1.72	0.87	2,150	1.98	3.93
First and second years combined: credits earned	QE12ERN	29.10	0.93	0.49	2,080	1.90	3.63
GPA at all institutions attended	QEGPAALL	2.33	0.05	0.02	2,070	2.38	5.66
Number of courses with repeats	QETCSRPT	0.88	0.10	0.05	2,200	2.11	4.45
Remedial courses: number taken	QETOTR	1.91	0.12	0.05	2,200	2.30	5.28
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	32.49	2.87	1.64	820	1.75	3.07
Highest degree attained = Associate's degree	QFHGHDEG2=1	21.83	2.90	1.45	820	2.01	4.03

See notes at end of table.

Table L-59. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for Black or African American students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	45.68	3.27	1.74	820	1.87	3.51
Any degree attained	QFANYDEG=1	34.55	1.74	1.01	2,200	1.71	2.93
Summary statistics							
Mean	†	†	†	†	†	1.92	3.80
Minimum	†	†	†	†	†	1.02	1.04
25th percentile	†	†	†	†	†	1.71	2.92
Median	†	†	†	†	†	1.93	3.72
75th percentile	†	†	†	†	†	2.18	4.75
Maximum	†	†	†	†	†	2.67	7.13

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-60. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for Hispanic or Latino students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.36	0.05	0.04	2,240	1.20	1.43
Total non-course credits	QBTLNCCR	0.68	0.08	0.06	2,220	1.19	1.41
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	70.04	1.66	0.96	2,260	1.73	2.98
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	14.23	1.27	0.73	2,260	1.73	3.00
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	28.58	1.82	0.95	2,260	1.92	3.68
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	16.60	1.75	0.78	2,260	2.23	4.98
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	60.67	2.09	1.03	2,260	2.04	4.15
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	43.52	2.03	1.04	2,260	1.95	3.80
Enrolled in 2009	QDEN2009=1	17.82	1.38	0.83	2,140	1.67	2.79
Total schools attended	QDSCHTOT	1.41	0.02	0.01	2,260	1.62	2.63
Count of stopouts longer than 5 months	QDGT5STP	0.34	0.02	0.01	2,130	1.64	2.69
Total elapsed stopout time	QDTOTSTP	18.77	0.65	0.53	600	1.22	1.48
Elapsed time from entry to first award	QDFA2AW1	34.09	1.03	0.63	930	1.64	2.68
Elapsed time from entry to bachelor's degree	QDFA2BCH	51.84	0.65	0.44	430	1.45	2.11
Total months enrolled	QDTOTMON	28.09	0.70	0.40	2,130	1.76	3.10
STEM courses: credits earned	QESTMERN	14.52	1.04	0.47	2,210	2.20	4.82
Non-STEM courses: credits earned	QENSTERN	46.07	1.29	0.86	2,210	1.50	2.24
First and second years combined: credits earned	QE12ERN	32.35	0.75	0.50	2,090	1.51	2.27
GPA at all institutions attended	QEGPAALL	2.61	0.03	0.02	2,100	1.56	2.43
Number of courses with repeats	QETCSRPT	0.72	0.05	0.04	2,250	1.35	1.82
Remedial courses: number taken	QETOTR	1.87	0.10	0.06	2,250	1.72	2.95
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	39.16	2.69	1.53	1,010	1.75	3.07
Highest degree attained = Associate's degree	QFHGHDEG2=1	23.73	2.46	1.34	1,010	1.84	3.39

See notes at end of table.

Table L-60. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for Hispanic or Latino students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	37.11	2.22	1.52	1,010	1.46	2.13
Any degree attained	QFANYDEG=1	40.52	1.51	1.03	2,260	1.47	2.15
Summary statistics							
Mean	†	†	†	†	†	1.65	2.81
Minimum	†	†	†	†	†	1.19	1.41
25th percentile	†	†	†	†	†	1.47	2.15
Median	†	†	†	†	†	1.64	2.69
75th percentile	†	†	†	†	†	1.76	3.10
Maximum	†	†	†	†	†	2.23	4.98

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-61. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for Asian students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	1.79	0.35	0.24	770	1.46	2.12
Total non-course credits	QBTLNCCR	2.28	0.38	0.27	760	1.41	1.99
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	84.28	1.66	1.31	780	1.27	1.62
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	18.81	1.52	1.40	780	1.09	1.18
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	9.91	1.46	1.07	780	1.37	1.87
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	4.64	0.86	0.75	780	1.14	1.30
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	60.82	2.41	1.75	780	1.37	1.89
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	68.26	2.39	1.67	780	1.43	2.06
Enrolled in 2009	QDEN2009=1	17.00	1.76	1.36	770	1.30	1.68
Total schools attended	QDSCHTOT	1.70	0.04	0.03	780	1.35	1.82
Count of stopouts longer than 5 months	QDGT5STP	0.29	0.04	0.02	760	1.88	3.52
Total elapsed stopout time	QDTOTSTP	16.96	1.51	0.96	180	1.57	2.47
Elapsed time from entry to first award	QDFA2AW1	42.27	0.96	0.65	460	1.47	2.17
Elapsed time from entry to bachelor's degree	QDFA2BCH	47.05	0.73	0.52	360	1.40	1.97
Total months enrolled	QDTOTMON	35.99	0.84	0.61	760	1.39	1.92
STEM courses: credits earned	QESTMERN	30.23	1.45	1.17	770	1.24	1.53
Non-STEM courses: credits earned	QENSTERN	64.21	2.22	1.52	770	1.46	2.13
First and second years combined: credits earned	QE12ERN	45.54	1.50	0.88	750	1.71	2.94
GPA at all institutions attended	QEGPAALL	2.93	0.04	0.03	750	1.47	2.16
Number of courses with repeats	QETCSRPT	0.89	0.11	0.08	780	1.38	1.91
Remedial courses: number taken	QETOTR	1.32	0.13	0.08	780	1.52	2.32
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	10.25	2.03	1.39	480	1.46	2.14
Highest degree attained = Associate's degree	QFHGHDEG2=1	14.39	2.28	1.61	480	1.42	2.02

See notes at end of table.

Table L-61. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for Asian students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	75.36	2.82	1.97	480	1.43	2.04
Any degree attained	QFANYDEG=1	53.93	2.84	1.79	780	1.59	2.53
Summary statistics							
Mean	†	†	†	†	†	1.42	2.05
Minimum	†	†	†	†	†	1.09	1.18
25th percentile	†	†	†	†	†	1.37	1.87
Median	†	†	†	†	†	1.42	2.02
75th percentile	†	†	†	†	†	1.47	2.16
Maximum	†	†	†	†	†	1.88	3.52

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-62. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students of other race/ethnicities including more than one race: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.56	0.12	0.10	880	1.20	1.44
Total non-course credits	QBTLNCCR	0.78	0.14	0.12	870	1.14	1.30
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	78.00	2.85	1.39	890	2.05	4.22
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	15.20	1.63	1.20	890	1.36	1.85
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	19.96	2.67	1.34	890	1.99	3.97
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	6.44	0.85	0.82	890	1.03	1.07
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	61.54	3.52	1.63	890	2.16	4.67
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	59.21	3.09	1.64	890	1.88	3.53
Enrolled in 2009	QDEN2009=1	16.31	1.79	1.26	860	1.42	2.02
Total schools attended	QDSCHTOT	1.55	0.04	0.03	890	1.58	2.50
Count of stopouts longer than 5 months	QDGT5STP	0.33	0.03	0.02	860	1.60	2.55
Total elapsed stopout time	QDOTSTP	18.12	1.22	0.92	230	1.33	1.76
Elapsed time from entry to first award	QDFA2AW1	39.27	1.39	0.86	400	1.61	2.61
Elapsed time from entry to bachelor's degree	QDFA2BCH	50.89	0.65	0.54	280	1.20	1.44
Total months enrolled	QDOTMON	30.04	0.94	0.60	860	1.57	2.47
STEM courses: credits earned	QESTMERN	17.40	1.15	0.85	880	1.34	1.81
Non-STEM courses: credits earned	QENSTERN	53.79	2.07	1.45	870	1.43	2.05
First and second years combined: credits earned	QE12ERN	36.52	1.32	0.82	850	1.62	2.62
GPA at all institutions attended	QEGPAALL	2.65	0.06	0.03	840	1.74	3.04
Number of courses with repeats	QETCSRPT	0.64	0.09	0.06	890	1.58	2.48
Remedial courses: number taken	QETOTR	1.30	0.11	0.06	890	1.78	3.18
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	14.72	2.54	1.73	420	1.47	2.16
Highest degree attained = Associate's degree	QFHGHDEG2=1	23.02	5.14	2.05	420	2.50	6.25

See notes at end of table.

Table L-62. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students of other race/ethnicities including more than one race: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	62.27	4.67	2.37	420	1.97	3.90
Any degree attained	QFANYDEG=1	43.60	2.52	1.66	890	1.52	2.30
Summary statistics							
Mean	†	†	†	†	†	1.60	2.69
Minimum	†	†	†	†	†	1.03	1.07
25th percentile	†	†	†	†	†	1.36	1.85
Median	†	†	†	†	†	1.58	2.48
75th percentile	†	†	†	†	†	1.78	3.18
Maximum	†	†	†	†	†	2.50	6.25

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-63. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for male, White students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.66	0.05	0.05	4,580	1.05	1.11
Total non-course credits	QBTLNCCR	1.06	0.08	0.07	4,540	1.15	1.31
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	82.57	1.10	0.56	4,620	1.98	3.92
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	20.87	0.80	0.60	4,620	1.35	1.81
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	9.96	1.08	0.44	4,620	2.45	5.99
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	2.28	0.45	0.22	4,620	2.05	4.20
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	59.12	2.07	0.72	4,620	2.87	8.23
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	63.14	2.19	0.71	4,620	3.08	9.50
Enrolled in 2009	QDEN2009=1	15.16	0.83	0.53	4,530	1.57	2.45
Total schools attended	QDSCHTOT	1.58	0.03	0.01	4,620	2.78	7.74
Count of stopouts longer than 5 months	QDGT5STP	0.32	0.01	0.01	4,520	1.53	2.34
Total elapsed stopout time	QDTOTSTP	18.58	0.61	0.38	1,100	1.59	2.53
Elapsed time from entry to first award	QDFA2AW1	42.59	0.60	0.30	2,420	1.97	3.89
Elapsed time from entry to bachelor's degree	QDFA2BCH	50.14	0.46	0.22	1,770	2.09	4.37
Total months enrolled	QDTOTMON	31.94	0.51	0.26	4,520	1.99	3.94
STEM courses: credits earned	QESTMERN	23.24	0.76	0.43	4,570	1.75	3.05
Non-STEM courses: credits earned	QENSTERN	57.03	1.19	0.64	4,560	1.85	3.41
First and second years combined: credits earned	QE12ERN	39.29	0.77	0.36	4,480	2.15	4.61
GPA at all institutions attended	QEGPAALL	2.73	0.02	0.01	4,470	1.69	2.87
Number of courses with repeats	QETCSRPT	0.56	0.04	0.02	4,610	1.61	2.58
Remedial courses: number taken	QETOTR	0.91	0.04	0.02	4,610	1.77	3.13
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	11.32	1.46	0.63	2,500	2.31	5.32
Highest degree attained = Associate's degree	QFHGHDEG2=1	21.28	1.86	0.82	2,500	2.27	5.17

See notes at end of table.

Table L-63. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for male, White students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	67.40	1.92	0.94	2,500	2.04	4.18
Any degree attained	QFANYDEG=1	49.13	1.13	0.74	4,620	1.54	2.38
Summary statistics							
Mean	†	†	†	†	†	1.94	4.00
Minimum	†	†	†	†	†	1.05	1.11
25th percentile	†	†	†	†	†	1.59	2.53
Median	†	†	†	†	†	1.97	3.89
75th percentile	†	†	†	†	†	2.15	4.61
Maximum	†	†	†	†	†	3.08	9.50

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-64. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for male, Black or African American students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.22	0.14	0.14	830	1.00	1.00
Total non-course credits	QBTLNCCR	1.14	0.63	0.23	830	2.72	7.42
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	74.96	2.96	1.50	830	1.97	3.90
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	19.06	2.47	1.36	830	1.81	3.29
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	23.57	2.82	1.47	830	1.92	3.68
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	5.95	1.10	0.82	830	1.34	1.79
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	64.17	2.98	1.66	830	1.79	3.22
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	54.93	2.92	1.72	830	1.69	2.87
Enrolled in 2009	QDEN2009=1	18.02	2.43	1.35	810	1.80	3.24
Total schools attended	QDSCHTOT	1.58	0.05	0.03	830	1.75	3.07
Count of stopouts longer than 5 months	QDGT5STP	0.41	0.04	0.02	800	1.61	2.60
Total elapsed stopout time	QDGTSTP	20.81	1.47	0.91	210	1.62	2.62
Elapsed time from entry to first award	QDFA2AW1	38.73	1.92	1.16	250	1.66	2.74
Elapsed time from entry to bachelor's degree	QDFA2BCH	51.29	1.08	0.75	150	1.43	2.04
Total months enrolled	QDTOTMON	26.47	0.94	0.63	810	1.49	2.22
STEM courses: credits earned	QESTMERN	14.02	0.90	0.70	820	1.28	1.64
Non-STEM courses: credits earned	QENSTERN	44.16	2.22	1.43	820	1.55	2.39
First and second years combined: credits earned	QE12ERN	28.89	1.23	0.80	790	1.54	2.37
GPA at all institutions attended	QEGPAALL	2.23	0.06	0.03	780	1.77	3.13
Number of courses with repeats	QETCSRPT	0.89	0.11	0.07	830	1.63	2.66
Remedial courses: number taken	QETOTR	1.85	0.13	0.09	830	1.53	2.35
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	30.61	5.69	2.82	270	2.02	4.08
Highest degree attained = Associate's degree	QFHGHDEG2=1	21.11	4.00	2.49	270	1.60	2.57

See notes at end of table.

Table L-64. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for male, Black or African American students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	48.28	5.36	3.05	270	1.76	3.08
Any degree attained	QFANYDEG=1	30.90	2.45	1.60	830	1.53	2.34
Summary statistics							
Mean	†	†	†	†	†	1.67	2.89
Minimum	†	†	†	†	†	1.00	1.00
25th percentile	†	†	†	†	†	1.53	2.35
Median	†	†	†	†	†	1.63	2.66
75th percentile	†	†	†	†	†	1.79	3.22
Maximum	†	†	†	†	†	2.72	7.42

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-65. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for male, Hispanic or Latino students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.26	0.06	0.06	880	0.94	0.89
Total non-course credits	QBTLNCCR	0.50	0.08	0.08	880	1.05	1.10
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	71.72	2.80	1.51	890	1.86	3.44
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	15.99	2.43	1.23	890	1.98	3.91
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	24.02	2.68	1.43	890	1.87	3.50
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	12.50	1.63	1.11	890	1.47	2.15
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	60.83	2.96	1.64	890	1.81	3.28
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	47.25	3.18	1.67	890	1.90	3.62
Enrolled in 2009	QDEN2009=1	18.51	2.26	1.33	850	1.69	2.86
Total schools attended	QDSCHTOT	1.40	0.03	0.02	890	1.48	2.18
Count of stopouts longer than 5 months	QDGT5STP	0.33	0.04	0.02	840	1.74	3.03
Total elapsed stopout time	QDGTSTP	18.84	1.30	0.87	230	1.49	2.21
Elapsed time from entry to first award	QDFA2AW1	36.57	1.59	1.06	330	1.50	2.26
Elapsed time from entry to bachelor's degree	QDFA2BCH	52.71	1.15	0.77	160	1.49	2.22
Total months enrolled	QDTOTMON	27.63	1.06	0.64	840	1.66	2.77
STEM courses: credits earned	QESTMERN	17.60	2.05	0.92	880	2.22	4.94
Non-STEM courses: credits earned	QENSTERN	42.29	1.96	1.34	870	1.46	2.14
First and second years combined: credits earned	QE12ERN	32.04	1.28	0.82	830	1.56	2.43
GPA at all institutions attended	QEGPAALL	2.43	0.05	0.03	830	1.52	2.31
Number of courses with repeats	QETCSRPT	0.83	0.08	0.06	890	1.22	1.48
Remedial courses: number taken	QETOTR	1.77	0.14	0.09	890	1.56	2.42
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	29.91	3.71	2.47	350	1.51	2.27
Highest degree attained = Associate's degree	QFHGHDEG2=1	28.44	3.93	2.43	350	1.62	2.61

See notes at end of table.

Table L-65. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for male, Hispanic or Latino students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	41.65	4.00	2.65	350	1.51	2.27
Any degree attained	QFANYDEG=1	34.06	2.64	1.59	890	1.66	2.76
Summary statistics							
Mean	†	†	†	†	†	1.59	2.60
Minimum	†	†	†	†	†	0.94	0.89
25th percentile	†	†	†	†	†	1.49	2.21
Median	†	†	†	†	†	1.56	2.42
75th percentile	†	†	†	†	†	1.74	3.03
Maximum	†	†	†	†	†	2.22	4.94

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-66. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for male, Asian students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	1.88	0.52	0.37	350	1.41	1.99
Total non-course credits	QBTLNCCR	2.27	0.54	0.39	350	1.38	1.91
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	84.90	2.26	1.90	350	1.19	1.41
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	17.57	2.22	2.02	350	1.10	1.20
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	10.38	2.22	1.62	350	1.37	1.87
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	5.09	1.43	1.17	350	1.22	1.50
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	60.68	3.32	2.60	350	1.28	1.64
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	66.53	3.13	2.51	350	1.25	1.56
Enrolled in 2009	QDEN2009=1	19.61	2.52	2.11	350	1.19	1.42
Total schools attended	QDSCHTOT	1.73	0.06	0.05	350	1.23	1.50
Count of stopouts longer than 5 months	QDGT5STP	0.30	0.05	0.03	350	1.71	2.91
Total elapsed stopout time	QDGTSTP	14.67	1.98	1.10	90	1.80	3.24
Elapsed time from entry to first award	QDFA2AW1	40.75	1.77	1.17	200	1.51	2.29
Elapsed time from entry to bachelor's degree	QDFA2BCH	47.89	1.39	0.92	150	1.52	2.30
Total months enrolled	QDTOTMON	35.79	1.28	0.95	350	1.35	1.82
STEM courses: credits earned	QESTMERN	33.03	2.37	1.78	350	1.33	1.78
Non-STEM courses: credits earned	QENSTERN	57.92	2.94	2.09	350	1.41	1.98
First and second years combined: credits earned	QE12ERN	43.93	2.27	1.30	350	1.74	3.04
GPA at all institutions attended	QEGPAALL	2.83	0.06	0.04	350	1.60	2.57
Number of courses with repeats	QETCSRPT	1.17	0.19	0.14	350	1.41	1.99
Remedial courses: number taken	QETOTR	1.33	0.18	0.13	350	1.38	1.89
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	11.50	3.94	2.24	200	1.76	3.08
Highest degree attained = Associate's degree	QFHGHDEG2=1	19.22	3.31	2.77	200	1.19	1.43

See notes at end of table.

Table L-66. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for male, Asian students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	69.29	4.48	3.25	200	1.38	1.90
Any degree attained	QFANYDEG=1	50.06	4.44	2.66	350	1.67	2.79
Summary statistics							
Mean	†	†	†	†	†	1.41	2.04
Minimum	†	†	†	†	†	1.10	1.20
25th percentile	†	†	†	†	†	1.25	1.56
Median	†	†	†	†	†	1.38	1.90
75th percentile	†	†	†	†	†	1.52	2.30
Maximum	†	†	†	†	†	1.80	3.24

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-67. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students who are male, other race/ethnicities including more than one race: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.52	0.16	0.13	380	1.18	1.38
Total non-course credits	QBTLNCCR	0.74	0.21	0.17	380	1.21	1.47
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	78.91	4.68	2.08	380	2.25	5.05
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	14.07	2.10	1.77	380	1.18	1.40
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	17.46	4.65	1.94	380	2.40	5.77
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	3.09	0.92	0.88	380	1.04	1.08
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	61.05	4.75	2.49	380	1.91	3.64
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	63.23	3.70	2.46	380	1.50	2.26
Enrolled in 2009	QDEN2009=1	13.68	2.84	1.78	370	1.59	2.54
Total schools attended	QDSCHTOT	1.53	0.06	0.04	380	1.59	2.51
Count of stopouts longer than 5 months	QDGT5STP	0.27	0.04	0.03	370	1.37	1.87
Total elapsed stopout time	QDTOTSTP	17.02	2.06	1.50	80	1.37	1.87
Elapsed time from entry to first award	QDFA2AW1	41.05	2.57	1.24	170	2.08	4.32
Elapsed time from entry to bachelor's degree	QDFA2BCH	50.79	1.09	0.87	120	1.25	1.55
Total months enrolled	QDTOTMON	30.07	1.46	0.91	370	1.60	2.57
STEM courses: credits earned	QESTMERN	19.29	1.97	1.49	380	1.32	1.74
Non-STEM courses: credits earned	QENSTERN	51.54	2.78	2.20	380	1.26	1.60
First and second years combined: credits earned	QE12ERN	37.57	2.26	1.28	370	1.77	3.12
GPA at all institutions attended	QEGPAALL	2.61	0.08	0.05	360	1.63	2.66
Number of courses with repeats	QETCSRPT	0.64	0.12	0.08	380	1.39	1.94
Remedial courses: number taken	QETOTR	1.27	0.20	0.10	380	2.06	4.25
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	9.69	2.84	2.26	170	1.26	1.59
Highest degree attained = Associate's degree	QFHGHDEG2=1	29.79	9.09	3.49	170	2.61	6.79

See notes at end of table.

Table L-67. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students who are male, other race/ethnicities including more than one race: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	60.52	8.40	3.73	170	2.25	5.08
Any degree attained	QFANYDEG=1	43.23	4.13	2.53	380	1.63	2.66
Summary statistics							
Mean	†	†	†	†	†	1.63	2.83
Minimum	†	†	†	†	†	1.04	1.08
25th percentile	†	†	†	†	†	1.26	1.60
Median	†	†	†	†	†	1.59	2.51
75th percentile	†	†	†	†	†	1.91	3.64
Maximum	†	†	†	†	†	2.61	6.79

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-68. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for female, White students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.57	0.05	0.04	6,170	1.26	1.60
Total non-course credits	QBTLNCCR	0.84	0.06	0.05	6,100	1.35	1.83
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	80.54	0.98	0.50	6,200	1.95	3.82
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	22.58	0.99	0.53	6,200	1.87	3.48
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	13.28	1.10	0.43	6,200	2.55	6.50
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	5.60	0.56	0.29	6,200	1.92	3.69
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	58.83	1.84	0.63	6,200	2.94	8.64
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	62.75	1.69	0.61	6,200	2.75	7.56
Enrolled in 2009	QDEN2009=1	14.99	0.69	0.46	6,010	1.49	2.23
Total schools attended	QDSCHTOT	1.63	0.03	0.01	6,200	2.34	5.46
Count of stopouts longer than 5 months	QDGT5STP	0.30	0.01	0.01	6,000	1.62	2.64
Total elapsed stopout time	QDTOTSTP	18.23	0.54	0.34	1,420	1.57	2.46
Elapsed time from entry to first award	QDFA2AW1	41.76	0.50	0.25	3,570	2.03	4.11
Elapsed time from entry to bachelor's degree	QDFA2BCH	48.94	0.33	0.16	2,540	1.99	3.95
Total months enrolled	QDTOTMON	32.69	0.40	0.22	6,010	1.83	3.35
STEM courses: credits earned	QESTMERN	16.84	0.39	0.25	6,100	1.58	2.51
Non-STEM courses: credits earned	QENSTERN	65.19	0.96	0.57	6,050	1.67	2.80
First and second years combined: credits earned	QE12ERN	40.19	0.57	0.30	5,870	1.91	3.65
GPA at all institutions attended	QEGPAALL	2.97	0.02	0.01	5,890	1.83	3.36
Number of courses with repeats	QETCSRPT	0.52	0.04	0.02	6,190	1.74	3.03
Remedial courses: number taken	QETOTR	0.98	0.04	0.02	6,190	2.00	3.98
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	15.11	1.33	0.59	3,720	2.27	5.16
Highest degree attained = Associate's degree	QFHGHDEG2=1	19.47	1.13	0.65	3,720	1.74	3.04

See notes at end of table.

Table L-68. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for female, White students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	65.42	1.55	0.78	3,720	1.98	3.94
Any degree attained	QFANYDEG=1	54.95	1.05	0.63	6,200	1.66	2.75
Summary statistics							
Mean	†	†	†	†	†	1.91	3.82
Minimum	†	†	†	†	†	1.26	1.60
25th percentile	†	†	†	†	†	1.66	2.75
Median	†	†	†	†	†	1.87	3.48
75th percentile	†	†	†	†	†	2.00	3.98
Maximum	†	†	†	†	†	2.94	8.64

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-69. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for female, Black or African American students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.05	0.02	0.02	1,360	1.01	1.03
Total non-course credits	QBTLNCCR	0.19	0.04	0.03	1,360	1.16	1.35
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	72.86	2.34	1.20	1,370	1.95	3.79
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	15.45	1.89	0.98	1,370	1.94	3.75
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	29.20	2.36	1.23	1,370	1.92	3.68
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	14.03	1.55	0.94	1,370	1.65	2.72
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	63.89	2.78	1.30	1,370	2.14	4.58
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	47.45	2.82	1.35	1,370	2.09	4.35
Enrolled in 2009	QDEN2009=1	16.86	1.35	1.03	1,320	1.31	1.71
Total schools attended	QDSCHTOT	1.55	0.06	0.03	1,370	2.27	5.17
Count of stopouts longer than 5 months	QDGT5STP	0.41	0.03	0.02	1,300	1.73	2.99
Total elapsed stopout time	QDTOTSTP	20.70	0.90	0.65	440	1.39	1.92
Elapsed time from entry to first award	QDFA2AW1	35.07	1.23	0.83	510	1.48	2.19
Elapsed time from entry to bachelor's degree	QDFA2BCH	48.97	0.76	0.53	250	1.43	2.05
Total months enrolled	QDTOTMON	26.33	1.06	0.47	1,320	2.23	4.97
STEM courses: credits earned	QESTMERN	12.16	0.76	0.46	1,340	1.67	2.77
Non-STEM courses: credits earned	QENSTERN	45.09	2.09	1.09	1,330	1.91	3.67
First and second years combined: credits earned	QE12ERN	29.23	1.19	0.62	1,290	1.92	3.70
GPA at all institutions attended	QEGPAALL	2.40	0.06	0.03	1,280	2.29	5.23
Number of courses with repeats	QETCSRPT	0.88	0.11	0.06	1,360	1.84	3.39
Remedial courses: number taken	QETOTR	1.94	0.16	0.07	1,360	2.32	5.36
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	33.42	3.46	2.02	550	1.72	2.95
Highest degree attained = Associate's degree	QFHGHDEG2=1	22.19	3.49	1.78	550	1.97	3.87

See notes at end of table.

Table L-69. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for female, Black or African American students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	44.39	3.69	2.12	550	1.74	3.02
Any degree attained	QFANYDEG=1	36.71	2.10	1.30	1,370	1.61	2.59
Summary statistics							
Mean	†	†	†	†	†	1.79	3.31
Minimum	†	†	†	†	†	1.01	1.03
25th percentile	†	†	†	†	†	1.61	2.59
Median	†	†	†	†	†	1.84	3.39
75th percentile	†	†	†	†	†	1.97	3.87
Maximum	†	†	†	†	†	2.32	5.36

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-70. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for female, Hispanic or Latino students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.43	0.08	0.06	1,360	1.23	1.52
Total non-course credits	QBTLNCCR	0.80	0.12	0.09	1,350	1.25	1.55
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	68.91	1.91	1.25	1,370	1.53	2.33
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	13.04	1.09	0.91	1,370	1.20	1.44
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	31.67	1.99	1.26	1,370	1.59	2.51
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	19.37	2.20	1.07	1,370	2.06	4.26
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	60.57	2.45	1.32	1,370	1.86	3.45
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	40.99	2.24	1.33	1,370	1.68	2.84
Enrolled in 2009	QDEN2009=1	17.35	1.55	1.05	1,290	1.48	2.18
Total schools attended	QDSCHTOT	1.42	0.03	0.02	1,370	1.43	2.05
Count of stopouts longer than 5 months	QDGT5STP	0.36	0.02	0.02	1,280	1.44	2.08
Total elapsed stopout time	QDTOTSTP	18.74	0.89	0.67	360	1.32	1.75
Elapsed time from entry to first award	QDFA2AW1	32.72	1.20	0.78	600	1.54	2.38
Elapsed time from entry to bachelor's degree	QDFA2BCH	51.31	0.74	0.54	270	1.37	1.88
Total months enrolled	QDTOTMON	28.40	0.80	0.51	1,290	1.57	2.45
STEM courses: credits earned	QESTMERN	12.41	0.65	0.48	1,330	1.35	1.82
Non-STEM courses: credits earned	QENSTERN	48.61	1.54	1.13	1,340	1.37	1.86
First and second years combined: credits earned	QE12ERN	32.57	0.90	0.63	1,270	1.44	2.07
GPA at all institutions attended	QEGPAALL	2.74	0.04	0.02	1,270	1.53	2.33
Number of courses with repeats	QETCSRPT	0.64	0.06	0.05	1,360	1.35	1.82
Remedial courses: number taken	QETOTR	1.94	0.14	0.07	1,360	1.94	3.78
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	43.88	3.01	1.92	670	1.56	2.45
Highest degree attained = Associate's degree	QFHGHDEG2=1	21.32	2.79	1.59	670	1.76	3.10

See notes at end of table.

Table L-70. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for female, Hispanic or Latino students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	34.80	2.48	1.84	670	1.35	1.81
Any degree attained	QFANYDEG=1	44.90	1.58	1.34	1,370	1.18	1.39
Summary statistics							
Mean	†	†	†	†	†	1.49	2.28
Minimum	†	†	†	†	†	1.18	1.39
25th percentile	†	†	†	†	†	1.35	1.82
Median	†	†	†	†	†	1.44	2.08
75th percentile	†	†	†	†	†	1.57	2.45
Maximum	†	†	†	†	†	2.06	4.26

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-71. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for female, Asian students: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	1.71	0.36	0.31	420	1.16	1.34
Total non-course credits	QBTLNCCR	2.28	0.41	0.36	410	1.13	1.28
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	83.73	2.13	1.79	420	1.19	1.41
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	19.93	2.23	1.94	420	1.15	1.31
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	9.48	1.71	1.42	420	1.20	1.45
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	4.22	1.04	0.98	420	1.06	1.13
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	60.95	3.38	2.37	420	1.43	2.04
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	69.82	3.28	2.23	420	1.47	2.16
Enrolled in 2009	QDEN2009=1	14.61	2.41	1.74	410	1.39	1.92
Total schools attended	QDSCHTOT	1.66	0.05	0.04	420	1.30	1.68
Count of stopouts longer than 5 months	QDGT5STP	0.29	0.05	0.03	410	1.78	3.16
Total elapsed stopout time	QDTOTSTP	19.01	2.43	1.51	90	1.61	2.60
Elapsed time from entry to first award	QDFA2AW1	43.51	0.89	0.72	260	1.25	1.56
Elapsed time from entry to bachelor's degree	QDFA2BCH	46.49	0.71	0.61	210	1.16	1.35
Total months enrolled	QDTOTMON	36.18	1.16	0.79	410	1.47	2.17
STEM courses: credits earned	QESTMERN	27.66	1.67	1.55	410	1.08	1.16
Non-STEM courses: credits earned	QENSTERN	69.94	3.04	2.16	410	1.41	1.98
First and second years combined: credits earned	QE12ERN	47.04	2.04	1.18	400	1.73	2.98
GPA at all institutions attended	QEGPAALL	3.02	0.05	0.04	400	1.32	1.75
Number of courses with repeats	QETCSRPT	0.64	0.11	0.08	420	1.29	1.66
Remedial courses: number taken	QETOTR	1.32	0.16	0.11	420	1.45	2.09
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	9.27	2.21	1.75	280	1.27	1.61
Highest degree attained = Associate's degree	QFHGHDEG2=1	10.59	3.34	1.85	280	1.80	3.25

See notes at end of table.

Table L-71. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for female, Asian students: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	80.14	3.62	2.40	280	1.51	2.27
Any degree attained	QFANYDEG=1	57.42	3.33	2.40	420	1.38	1.92
Summary statistics							
Mean	†	†	†	†	†	1.36	1.89
Minimum	†	†	†	†	†	1.06	1.13
25th percentile	†	†	†	†	†	1.19	1.41
Median	†	†	†	†	†	1.32	1.75
75th percentile	†	†	†	†	†	1.47	2.16
Maximum	†	†	†	†	†	1.80	3.25

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table L-72. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students who are female, other race/ethnicities including more than one race: 2009

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Total AP credits awarded by institution	QBTLAPCR	0.59	0.16	0.14	500	1.16	1.34
Total non-course credits	QBTLNCCR	0.82	0.19	0.16	500	1.14	1.29
Ever attended public institution	QC4YRPUB>0, QC2YRPUB>0, or QCLT2PUB>0	77.28	3.15	1.86	510	1.69	2.87
Ever attended private, nonprofit institution	QC4PVNP>0, QC2PVNP>0, or QCLT2VNP>0	16.08	2.19	1.63	510	1.35	1.81
Ever attended private, for profit institution	QC4PRVFP>0, QC2PRVFP>0, or QCLT2VFP>0	21.91	2.87	1.83	510	1.56	2.45
Ever attended less than 2-year institution	QCLT2PUB>0, QCLT2VFP>0, or QCLT2VNP>0, or QCLT2TOT>0	9.04	1.33	1.27	510	1.05	1.09
Ever attended 2-year institution	QC2YRPUB>0, QC2PRVFP>0, QC2PVNP>0, or QC2YRTOT>0	61.93	4.10	2.15	510	1.90	3.63
Ever attended 4-year institution	QC4YRPUB>0, QC4PRVFP>0, QC4PVNP>0, or QC4YRTOT>0	56.08	4.00	2.20	510	1.82	3.30
Enrolled in 2009	QDEN2009=1	18.36	2.39	1.75	490	1.37	1.88
Total schools attended	QDSCHTOT	1.56	0.05	0.04	510	1.46	2.12
Count of stopouts longer than 5 months	QDGT5STP	0.38	0.05	0.03	490	1.59	2.51
Total elapsed stopout time	QDOTSTP	18.75	1.52	1.17	150	1.30	1.70
Elapsed time from entry to first award	QDFA2AW1	37.88	1.78	1.18	230	1.51	2.27
Elapsed time from entry to bachelor's degree	QDFA2BCH	50.96	0.75	0.69	160	1.09	1.20
Total months enrolled	QDTOTMON	30.02	1.18	0.80	490	1.47	2.17
STEM courses: credits earned	QESTMERN	15.92	1.14	0.98	500	1.17	1.37
Non-STEM courses: credits earned	QENSTERN	55.54	2.85	1.92	490	1.49	2.21
First and second years combined: credits earned	QE12ERN	35.72	1.53	1.06	480	1.45	2.09
GPA at all institutions attended	QEGPAALL	2.68	0.07	0.04	480	1.69	2.85
Number of courses with repeats	QETCSRPT	0.65	0.13	0.08	510	1.59	2.54
Remedial courses: number taken	QETOTR	1.32	0.11	0.08	510	1.36	1.84
Highest degree attained = Certificate or diploma	QFHGHDEG1=1	18.58	3.63	2.47	250	1.47	2.16
Highest degree attained = Associate's degree	QFHGHDEG2=1	17.82	4.95	2.43	250	2.04	4.15

See notes at end of table.

Table L-72. Design effects for selected variables using the BPS:09 transcript weight (WTC000) for students who are female, other race/ethnicities including more than one race: 2009—Continued

Variable description	Definition	Estimate	Design standard error	Simple random sample standard error	Sample size	DEFT	DEFF
Highest degree attained = Bachelor's degree	QFHGHDEG3=1	63.61	4.98	3.06	250	1.63	2.65
Any degree attained	QFANYDEG=1	43.89	3.21	2.20	510	1.46	2.13
Summary statistics							
Mean	†	†	†	†	†	1.47	2.23
Minimum	†	†	†	†	†	1.05	1.09
25th percentile	†	†	†	†	†	1.35	1.81
Median	†	†	†	†	†	1.47	2.16
75th percentile	†	†	†	†	†	1.59	2.54
Maximum	†	†	†	†	†	2.04	4.15

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical). DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Appendix M

Nonresponse Bias Analysis

Table M-1. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for all students: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution type										
Public										
Less-than-2-year	430	110	1.15	2.53	-0.15*	-11.44	1.30	1.31	0.01	0.58
2-year	5,570	740	42.49	49.18	-0.72*	-1.67	43.21	43.17	-0.04	-0.08
4-year non-doctorate-granting	1,590	100	10.51	6.09	0.48*	4.76	10.03	9.98	-0.05	-0.48
4-year doctorate-granting	2,990	80	18.02	5.01	1.41*	8.48	16.61	16.64	0.03	0.20
Private nonprofit										
Less-than-4-year	440	90	1.09	1.52	-0.05	-4.09	1.13	1.14	0.01	0.59
4-year non-doctorate-granting	2,190	90	9.63	4.70	0.53*	5.86	9.09	9.08	-0.01	-0.10
4-year doctorate-granting	1,490	30	5.50	1.17	0.47*	9.30	5.03	5.06	0.03	0.67
Private for-profit										
Less-than-2-year	1,070	370	5.11	14.60	-1.03*	-16.72	6.14	6.15	0.01	0.21
2 years or more	900	250	6.51	15.20	-0.94*	-12.62	7.45	7.45	#	-0.01
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	1,110	90	5.22	4.96	0.03	0.55	5.20	5.18	-0.01	-0.22
Mideast DE-DC, MD, NJ, NY, PA	2,480	280	12.87	14.27	-0.15	-1.16	13.02	13.02	#	#
Great Lakes-IL, IN, MI, OH, WI	2,860	290	18.84	18.32	0.06	0.30	18.78	18.77	-0.01	-0.06
Plains-IA, KS, MN, MO, NE, ND, SD	1,770	140	7.38	5.22	0.23*	3.27	7.15	7.16	0.01	0.16
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	3,810	470	22.48	23.70	-0.13	-0.58	22.62	22.60	-0.01	-0.06
Southwest-AZ, NM, OK, TX	1,760	250	12.35	14.38	-0.22	-1.75	12.57	12.59	0.03	0.22
Rocky Mountains-CO, ID, MT, UT, WY	590	60	3.91	3.14	0.08	2.16	3.82	3.81	-0.01	-0.21
Far West-AK, CA, HI, NV, OR, WA	2,080	260	15.70	15.14	0.06	0.39	15.64	15.63	-0.01	-0.05
Other Jurisdictions-PR	250	20	1.25	0.87	0.04	3.36	1.21	1.22	0.01	0.98
CPS record available at base year										
Yes	12,290	1,410	68.22	68.88	-0.07	-0.11	68.29	68.28	-0.01	-0.02
No	4,390	450	31.78	31.12	0.07	0.23	31.71	31.72	0.01	0.04
Applied for federal aid										
Yes	12,950	1,500	72.31	74.68	-0.26	-0.35	72.57	72.46	-0.10	-0.14
No	3,730	350	27.69	25.32	0.26	0.94	27.43	27.54	0.10	0.37

See notes at end of table.

Table M-1. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Pell Grant status										
Received	6,060	990	34.22	48.02	-1.49*	-4.18	35.71	35.67	-0.05	-0.13
Did not receive	10,630	870	65.78	51.98	1.49*	2.32	64.29	64.33	0.05	0.07
Total Pell Grant amount received										
\$0	10,630	870	65.78	51.98	1.49*	2.32	64.29	64.33	0.05	0.07
Up to \$2,000	2,000	330	12.55	17.54	-0.54*	-4.12	13.09	13.11	0.02	0.12
\$2,001–\$3,700	2,080	360	11.73	18.36	-0.72*	-5.76	12.45	12.29	-0.15	-1.25
\$3,701 or more	1,980	300	9.93	12.12	-0.24*	-2.33	10.17	10.26	0.09	0.91
Stafford Loan status										
Received	6,690	830	34.30	38.37	-0.44*	-1.27	34.74	34.84	0.10	0.29
Did not receive	9,990	1,030	65.70	61.63	0.44*	0.67	65.26	65.16	-0.10	-0.15
Total Stafford Loan amount received										
\$0	9,990	1,030	65.70	61.63	0.44*	0.67	65.26	65.16	-0.10	-0.15
Up to \$2,624	1,130	170	6.48	7.43	-0.10	-1.57	6.58	6.76	0.17	2.64
\$2,625	3,590	180	17.22	8.55	0.94*	5.77	16.29	16.24	-0.05	-0.28
\$2,626 or more	1,980	480	10.60	22.39	-1.28*	-10.74	11.87	11.85	-0.03	-0.23
Institution undergraduate enrollment										
0–1,821	3,810	760	18.09	30.86	-1.38*	-7.09	19.47	19.78	0.30*	1.55
1,822–6,690	4,200	420	23.13	23.13	#	#	23.13	22.81	-0.32	-1.38
6,691–16,522	4,210	380	27.77	24.94	0.31	1.11	27.46	27.24	-0.22	-0.80
16,523 or more	4,360	270	30.57	20.54	1.08*	3.68	29.48	29.69	0.20	0.69
Unknown	100	20	0.45	0.53	-0.01	-2.02	0.46	0.49	0.03	7.35
Age at base year										
15 to 18	7,920	480	45.25	25.39	2.15*	4.99	43.10	43.10	#	#
19	4,320	350	24.44	17.60	0.74*	3.12	23.70	23.71	0.01	0.04
20 to 23	1,780	350	11.86	19.65	-0.84*	-6.64	12.70	12.70	0.01	0.05
24 to 29	1,060	290	6.80	15.73	-0.97*	-12.43	7.77	7.75	-0.02	-0.21
30+	1,620	390	11.65	21.63	-1.08*	-8.48	12.73	12.73	#	0.01
High school graduation year										
Before 1998	2,300	580	16.07	32.56	-1.78*	-9.99	17.85	17.62	-0.23	-1.32
1998–2002	2,400	460	16.41	25.11	-0.94*	-5.43	17.35	17.47	0.12	0.69
2003–04	11,870	770	66.54	40.19	2.85*	4.48	63.69	63.75	0.06	0.09
Did not complete high school	130	40	0.98	2.14	-0.12*	-11.26	1.11	1.17	0.06	5.08

See notes at end of table.

Table M-1. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Dependency status at base year										
Dependent	12,880	940	74.06	50.48	2.55*	3.57	71.51	71.55	0.04	0.06
Independent	3,810	910	25.94	49.52	-2.55*	-8.96	28.49	28.45	-0.04	-0.15
Income level at base year										
Dependent										
Less than \$10,000	700	100	4.03	5.45	-0.15	-3.66	4.18	4.20	0.02	0.41
\$10,000–\$19,999	1,040	120	5.93	6.25	-0.03	-0.57	5.97	5.99	0.02	0.34
\$20,000–\$29,999	1,320	120	7.53	5.86	0.18*	2.45	7.35	7.37	0.02	0.25
\$30,000–\$39,999	1,290	120	7.87	6.29	0.17	2.22	7.70	7.74	0.04	0.56
\$40,000–\$49,999	1,150	100	6.69	5.43	0.14	2.08	6.55	6.57	0.02	0.34
\$50,000–\$59,999	1,070	90	6.11	5.22	0.10	1.60	6.02	6.01	-0.01	-0.09
\$60,000–\$69,999	1,210	60	7.36	3.64	0.40*	5.78	6.95	6.96	0.01	0.10
\$70,000–\$79,999	920	50	5.60	2.37	0.35*	6.65	5.25	5.24	#	-0.05
\$80,000–\$99,999	1,560	70	8.39	3.19	0.56*	7.18	7.83	7.81	-0.02	-0.22
\$100,000 or more	2,630	110	14.56	6.77	0.84*	6.14	13.72	13.66	-0.06	-0.45
Independent										
Less than \$10,000	700	190	4.42	8.33	-0.42*	-8.73	4.84	4.80	-0.04	-0.84
\$10,000–\$19,999	1,370	350	8.48	18.49	-1.08*	-11.33	9.56	9.53	-0.03	-0.28
\$20,000–\$29,999	640	140	4.13	8.56	-0.48*	-10.42	4.61	4.59	-0.02	-0.49
\$30,000–\$49,999	600	140	4.59	7.53	-0.32*	-6.48	4.91	4.91	#	#
\$50,000 or more	490	100	4.32	6.62	-0.25*	-5.43	4.57	4.62	0.05	1.06
Race/ethnicity										
White	10,740	980	62.61	52.44	1.10*	1.79	61.51	61.52	0.01	0.02
Black or African American	2,200	330	13.42	16.88	-0.37*	-2.71	13.80	13.79	-0.01	-0.06
Hispanic or Latino	2,110	370	14.28	20.23	-0.64*	-4.32	14.92	14.93	0.01	0.07
Asian	770	60	4.78	4.05	0.08	1.68	4.70	4.70	-0.01	-0.14
All other race/ethnicities including more than one race	860	110	4.91	6.39	-0.16	-3.17	5.07	5.06	-0.01	-0.18
Gender										
Male	6,880	820	41.98	47.33	-0.58*	-1.36	42.56	42.60	0.04	0.10
Female	9,810	1,040	58.02	52.67	0.58*	1.01	57.44	57.40	-0.04	-0.07
Marital status at base year										
Single, divorced, or widowed	15,050	1,450	88.64	77.57	1.20*	1.37	87.44	87.65	0.21	0.24
Married	1,400	330	10.02	19.07	-0.98*	-8.91	11.00	10.79	-0.21	-1.92
Separated	230	70	1.35	3.35	-0.22*	-13.91	1.56	1.56	#	-0.11

See notes at end of table.

Table M-1. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Citizen status at base year										
US citizen	15,810	1,710	94.13	90.90	0.35*	0.37	93.78	93.79	#	#
Resident alien	700	110	4.89	6.53	-0.18	-3.49	5.07	5.07	#	0.08
Foreign or international student	170	30	0.97	2.57	-0.17*	-15.09	1.15	1.14	-0.01	-0.53

† Not applicable.

Rounds to zero.

* $p < .05$.

¹ Weighted using the BPS:04/06 analysis weight.

² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-2. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, less-than-2-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	†	†	†	†	†	†	†	†	†	†
Mideast DE-DC, MD, NJ, NY, PA	30	10	9.58	7.17	0.51	5.58	9.07	10.92	1.85	20.39
Great Lakes-IL, IN, MI, OH, WI	90	20	23.26	24.52	-0.26	-1.12	23.53	24.86	1.33	5.67
Plains-IA, KS, MN, MO, NE, ND, SD	30	#	11.42	4.49	1.46	14.62	9.97	10.82	0.86	8.60
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	190	50	27.46	27.65	-0.04	-0.14	27.50	26.64	-0.86	-3.14
Southwest-AZ, NM, OK, TX	40	10	11.48	10.04	0.30	2.70	11.17	11.20	0.03	0.24
Rocky Mountains-CO, ID, MT, UT, WY	#	#	0.50	0.95	-0.09	-15.82	0.60	0.48	-0.12	-19.86
Far West-AK, CA, HI, NV, OR, WA	50	20	15.98	25.18	-1.93	-10.79	17.92	14.82	-3.09*	-17.27
Other Jurisdictions-PR	#	†	0.31	†	0.07	26.62	0.25	0.26	0.01	3.49
CPS record available at base year										
Yes	360	90	75.85	62.21	2.87*	3.93	72.98	76.97	3.98*	5.46
No	70	20	24.15	37.79	-2.87*	-10.61	27.02	23.03	-3.98*	-14.74
Applied for federal aid										
Yes	360	90	78.46	62.21	3.42*	4.55	75.04	79.65	4.61*	6.14
No	70	20	21.54	37.79	-3.42*	-13.69	24.96	20.35	-4.61*	-18.45
Pell Grant status										
Received	260	70	54.29	53.91	0.08	0.15	54.21	54.42	0.21	0.39
Did not receive	170	50	45.71	46.09	-0.08	-0.17	45.79	45.58	-0.21	-0.46
Total Pell Grant amount received										
\$0	170	50	45.71	46.09	-0.08	-0.17	45.79	45.58	-0.21	-0.46
Up to \$2,000	100	30	26.95	30.06	-0.65	-2.37	27.60	26.77	-0.84	-3.03
\$2,001–\$3,700	100	20	19.27	18.21	0.22	1.17	19.05	20.25	1.20	6.32
\$3,701 or more	60	10	8.07	5.64	0.51	6.77	7.56	7.40	-0.16	-2.11
Stafford Loan status										
Received	70	20	16.11	18.22	-0.44	-2.68	16.56	17.60	1.04	6.30
Did not receive	360	90	83.89	81.78	0.44	0.53	83.44	82.40	-1.04	-1.25
Total Stafford Loan amount received										
\$0	360	90	83.89	81.78	0.44	0.53	83.44	82.40	-1.04	-1.25
Up to \$2,624	10	0	1.64	5.85	-0.88	-34.95	2.53	2.39	-0.14	-5.41
\$2,625	10	#	2.46	2.05	0.09	3.69	2.37	2.46	0.09	3.62
\$2,626 or more	50	10	12.01	10.33	0.35	3.02	11.65	12.75	1.09	9.39

See notes at end of table.

Table M-2. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	360	90	79.40	68.71	2.25	2.91	77.15	80.74	3.59*	4.65
1,822–6,690	50	10	15.05	11.54	0.74	5.15	14.31	14.22	-0.09	-0.63
6,691–16,522	10	10	5.12	17.91	-2.69*	-34.46	7.80	4.70	-3.11*	-39.83
16,523 or more	#	†	0.39	†	0.08	26.62	0.31	0.30	-0.01	-2.20
Unknown	#	#	0.05	1.84	-0.38	-89.00	0.42	0.04	-0.38	-90.50
Age at base year										
15 to 18	50	10	8.23	9.40	-0.25	-2.91	8.47	8.40	-0.08	-0.94
19	50	10	12.06	3.24	1.85*	18.16	10.21	10.73	0.52	5.14
20 to 23	60	20	11.38	13.76	-0.50	-4.21	11.88	11.03	-0.85	-7.13
24 to 29	90	30	20.79	25.95	-1.08	-4.95	21.88	21.84	-0.04	-0.18
30+	180	50	47.54	47.65	-0.02	-0.05	47.56	48.00	0.44	0.93
High school graduation year										
Before 1998	230	70	58.26	62.10	-0.81	-1.37	59.07	59.26	0.19	0.32
1998–2002	110	30	23.07	22.39	0.14	0.62	22.92	23.06	0.13	0.58
2003–04	90	20	17.15	15.33	0.38	2.28	16.77	16.31	-0.45	-2.70
Did not complete high school	#	#	1.52	0.17	0.28	22.89	1.24	1.37	0.13	10.69
Dependency status at base year										
Dependent	110	20	23.10	14.85	1.73	8.11	21.37	21.85	0.49	2.28
Independent	320	90	76.90	85.15	-1.73	-2.20	78.63	78.15	-0.49	-0.62
Income level at base year										
Dependent										
Less than \$10,000	10	#	2.48	0.56	0.40	19.45	2.08	2.21	0.13	6.38
\$10,000–\$19,999	20	#	5.45	2.32	0.66	13.72	4.79	4.87	0.08	1.56
\$20,000–\$29,999	20	#	2.33	2.68	-0.07	-3.06	2.40	2.14	-0.26	-10.80
\$30,000–\$39,999	20	10	4.24	3.33	0.19	4.72	4.05	4.45	0.41	10.05
\$40,000–\$49,999	10	#	0.53	1.17	-0.14	-20.56	0.66	0.50	-0.16	-24.44
\$50,000–\$59,999	10	#	2.77	1.29	0.31	12.70	2.46	2.98	0.52	21.21
\$60,000–\$69,999	10	#	0.81	0.55	0.05	7.15	0.75	0.78	0.02	3.11
\$70,000–\$79,999	10	#	3.37	0.36	0.63	23.12	2.74	2.92	0.18	6.65
\$80,000–\$99,999	#	#	0.18	2.59	-0.51	-73.84	0.69	0.19	-0.49	-71.92
\$100,000 or more	10	†	0.94	†	0.20	26.62	0.74	0.80	0.06	8.36

See notes at end of table.

Table M-2. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	30	20	5.48	25.19	-4.14*	-43.08	9.62	5.57	-4.05*	-42.11
\$10,000–\$19,999	120	30	23.30	26.00	-0.57	-2.38	23.87	24.86	0.99	4.15
\$20,000–\$29,999	60	20	17.84	19.05	-0.25	-1.41	18.10	18.10	0.01	0.05
\$30,000–\$49,999	60	10	16.80	9.43	1.55	10.15	15.25	16.00	0.75	4.92
\$50,000 or more	40	10	13.49	5.47	1.69	14.28	11.81	13.62	1.81	15.37
Race/ethnicity										
White	320	70	68.59	57.36	2.36	3.56	66.22	68.67	2.45	3.69
Black or African American	40	10	9.35	6.10	0.68	7.90	8.67	10.27	1.60	18.47
Hispanic or Latino	30	10	15.57	15.99	-0.09	-0.56	15.66	14.42	-1.24	-7.91
Asian	10	#	1.51	9.76	-1.73*	-53.39	3.25	1.39	-1.85*	-57.06
All other race/ethnicities including more than one race	30	20	4.98	10.79	-1.22	-19.72	6.20	5.25	-0.95	-15.37
Gender										
Male	160	40	41.48	40.72	0.16	0.38	41.32	42.48	1.16	2.81
Female	270	70	58.52	59.28	-0.16	-0.27	58.68	57.52	-1.16	-1.98
Marital status at base year										
Single, divorced, or widowed	260	70	57.41	56.07	0.28	0.50	57.13	57.20	0.07	0.12
Married	150	40	39.55	40.43	-0.19	-0.47	39.74	39.69	-0.04	-0.10
Separated	20	#	3.03	3.50	-0.10	-3.12	3.13	3.10	-0.03	-0.94
Citizen status at base year										
US citizen	410	110	93.21	91.58	0.34	0.37	92.87	93.13	0.25	0.27
Resident alien	20	10	6.50	8.42	-0.40	-5.84	6.90	6.62	-0.29	-4.14
Foreign or international student	#	†	0.28	†	0.06	26.62	0.22	0.26	0.03	14.06

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-3. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, 2-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	190	20	2.44	3.97	-0.19	-7.22	2.63	2.54	-0.08	-3.22
Mideast DE-DC, MD, NJ, NY, PA	710	100	10.36	10.84	-0.06	-0.57	10.42	10.57	0.15	1.44
Great Lakes-IL, IN, MI, OH, WI	1,010	120	20.00	18.75	0.15	0.77	19.85	20.03	0.19	0.94
Plains-IA, KS, MN, MO, NE, ND, SD	640	90	7.49	6.85	0.08	1.05	7.41	7.39	-0.02	-0.26
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	1,370	200	21.41	23.65	-0.28	-1.27	21.69	21.60	-0.09	-0.43
Southwest-AZ, NM, OK, TX	830	100	15.79	14.64	0.14	0.91	15.65	15.60	-0.04	-0.28
Rocky Mountains-CO, ID, MT, UT, WY	90	20	0.98	0.78	0.03	2.66	0.96	0.98	0.03	2.71
Far West-AK, CA, HI, NV, OR, WA	740	90	21.51	20.48	0.13	0.59	21.38	21.26	-0.12	-0.57
Other Jurisdictions-PR	#	#	0.02	0.02	#	0.66	0.02	0.02	#	-10.85
CPS record available at base year										
Yes	3,450	450	54.01	51.94	0.25	0.47	53.76	53.62	-0.14	-0.27
No	2,130	290	45.99	48.06	-0.25	-0.55	46.24	46.38	0.14	0.31
Applied for federal aid										
Yes	3,760	510	59.71	60.96	-0.15	-0.26	59.87	59.48	-0.38	-0.64
No	1,810	230	40.29	39.04	0.15	0.38	40.13	40.52	0.38	0.95
Pell Grant status										
Received	1,990	280	28.37	26.94	0.18	0.63	28.20	28.31	0.11	0.41
Did not receive	3,580	460	71.63	73.06	-0.18	-0.25	71.80	71.69	-0.11	-0.16
Total Pell Grant amount received										
\$0	3,580	460	71.63	73.06	-0.18	-0.25	71.80	71.69	-0.11	-0.16
Up to \$2,000	750	110	13.48	13.59	-0.01	-0.11	13.49	13.60	0.11	0.81
\$2,001-\$3,700	740	110	9.83	9.88	-0.01	-0.06	9.84	9.89	0.05	0.55
\$3,701 or more	500	60	5.07	3.46	0.20*	4.06	4.87	4.82	-0.05	-0.99
Stafford Loan status										
Received	960	150	10.72	10.67	0.01	0.06	10.71	10.77	0.06	0.54
Did not receive	4,610	590	89.28	89.33	-0.01	-0.01	89.29	89.23	-0.06	-0.07
Total Stafford Loan amount received										
\$0	4,610	590	89.28	89.33	-0.01	-0.01	89.29	89.23	-0.06	-0.07
Up to \$2,624	360	60	4.95	4.80	0.02	0.38	4.93	5.07	0.14	2.90
\$2,625	420	50	4.42	3.96	0.06	1.28	4.36	4.27	-0.09	-2.14
\$2,626 or more	180	40	1.35	1.91	-0.07	-4.82	1.42	1.43	0.01	0.60

See notes at end of table.

Table M-3. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, 2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	250	40	4.79	4.77	0.00	0.03	4.79	4.76	-0.03	-0.65
1,822–6,690	1,370	210	23.32	24.71	-0.17	-0.73	23.49	23.40	-0.09	-0.40
6,691–16,522	2,120	280	34.53	36.98	-0.30	-0.87	34.83	34.61	-0.21	-0.61
16,523 or more	1,810	210	36.99	33.24	0.46	1.27	36.53	36.86	0.33	0.90
Unknown	30	10	0.38	0.31	0.01	2.35	0.37	0.38	0.01	2.35
Age at base year										
15 to 18	2,110	190	36.09	24.77	1.39	4.02	34.70	34.61	-0.09	-0.25
19	1,340	170	22.18	20.87	0.16	0.73	22.02	21.74	-0.27	-1.24
20 to 23	870	130	15.73	17.19	-0.18	-1.13	15.91	16.22	0.31	1.95
24 to 29	470	100	8.45	13.85	-0.66	-7.29	9.12	9.09	-0.03	-0.30
30+	790	150	17.55	23.31	-0.71	-3.88	18.26	18.34	0.08	0.43
High school graduation year										
Before 1998	1,080	220	23.15	34.29	-1.37	-5.60	24.52	24.28	-0.24	-0.96
1998–2002	1,170	170	21.97	21.36	0.08	0.34	21.90	22.52	0.62*	2.84
2003–04	3,270	340	53.73	41.86	1.46	2.80	52.27	51.94	-0.33	-0.63
Did not complete high school	50	10	1.15	2.49	-0.16	-12.50	1.32	1.26	-0.06	-4.45
Dependency status at base year										
Dependent	3,830	430	64.80	54.04	1.33	2.09	63.48	63.16	-0.32	-0.50
Independent	1,750	310	35.20	45.96	-1.33	-3.63	36.52	36.84	0.32	0.87
Income level at base year										
Dependent										
Less than \$10,000	280	40	4.35	5.62	-0.16	-3.46	4.51	4.30	-0.21	-4.63
\$10,000–\$19,999	380	50	5.80	4.86	0.12	2.03	5.68	5.70	0.01	0.25
\$20,000–\$29,999	470	40	7.22	3.98	0.40	5.85	6.82	6.99	0.17	2.51
\$30,000–\$39,999	460	50	7.73	5.65	0.26	3.44	7.48	7.57	0.10	1.27
\$40,000–\$49,999	410	50	6.43	6.29	0.02	0.27	6.41	6.29	-0.12	-1.83
\$50,000–\$59,999	360	50	5.93	7.22	-0.16	-2.62	6.09	5.86	-0.22	-3.65
\$60,000–\$69,999	380	30	7.19	5.03	0.27	3.85	6.92	6.92	-0.00	-0.02
\$70,000–\$79,999	260	30	5.25	2.74	0.31	6.26	4.94	5.00	0.06	1.12
\$80,000–\$99,999	360	40	6.03	4.30	0.21	3.66	5.82	5.74	-0.07	-1.28
\$100,000 or more	480	50	8.87	8.36	0.06	0.72	8.81	8.78	-0.03	-0.34

See notes at end of table.

Table M-3. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, 2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	290	50	5.21	4.15	0.13	2.57	5.08	5.45	0.37*	7.28
\$10,000–\$19,999	580	110	9.81	14.05	-0.52	-5.04	10.34	10.48	0.14	1.40
\$20,000–\$29,999	280	60	5.18	9.52	-0.53	-9.35	5.72	5.34	-0.37	-6.54
\$30,000–\$49,999	320	50	7.46	8.64	-0.15	-1.92	7.60	7.78	0.17	2.30
\$50,000 or more	280	50	7.54	9.60	-0.25	-3.26	7.79	7.79	-0.00	0.03
Race/ethnicity										
White	3,480	440	61.01	57.55	0.43	0.70	60.58	60.64	0.05	0.09
Black or African American	870	120	14.09	14.65	-0.07	-0.48	14.16	14.00	-0.16	-1.12
Hispanic or Latino	730	110	15.38	17.89	-0.31	-1.97	15.69	15.80	0.11	0.69
Asian	210	30	4.52	4.32	0.02	0.54	4.50	4.41	-0.09	-1.99
All other race/ethnicities including more than one race	290	40	5.00	5.58	-0.07	-1.42	5.07	5.16	0.09	1.71
Gender										
Male	2,360	360	42.87	49.33	-0.80	-1.82	43.66	43.71	0.05	0.11
Female	3,210	370	57.13	50.67	0.80	1.41	56.34	56.29	-0.05	-0.09
Marital status at base year										
Single, divorced, or widowed	4,770	590	83.22	77.01	0.76	0.93	82.45	82.63	0.17	0.21
Married	710	130	15.60	20.67	-0.62	-3.85	16.23	16.07	-0.16	-0.96
Separated	90	20	1.18	2.32	-0.14	-10.62	1.32	1.30	-0.02	-1.40
Citizen status at base year										
US citizen	5,240	680	93.24	90.80	0.30	0.32	92.94	92.94	0.01	0.01
Resident alien	290	40	5.96	6.04	-0.01	-0.17	5.97	6.11	0.14	2.32
Foreign or international student	40	20	0.80	3.15	-0.29	-26.49	1.09	0.95	-0.15	-13.32

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-4. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, 4-year, non-doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	120	#	5.02	2.46	0.17	3.47	4.86	5.28	0.42	8.75
Mideast DE-DC, MD, NJ, NY, PA	370	20	22.46	22.26	0.01	0.06	22.45	22.22	-0.23	-1.02
Great Lakes-IL, IN, MI, OH, WI	200	20	14.09	22.74	-0.57	-3.88	14.66	14.32	-0.34	-2.33
Plains-IA, KS, MN, MO, NE, ND, SD	180	#	5.96	2.12	0.25*	4.42	5.71	5.78	0.08	1.34
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	330	30	19.92	20.67	-0.05	-0.25	19.97	19.75	-0.22	-1.08
Southwest-AZ, NM, OK, TX	90	10	7.47	12.19	-0.31	-3.98	7.78	7.83	0.05	0.69
Rocky Mountains-CO, ID, MT, UT, WY	110	10	11.70	16.08	-0.29	-2.40	11.99	11.95	-0.04	-0.31
Far West-AK, CA, HI, NV, OR, WA	150	#	11.60	1.47	0.67*	6.09	10.93	11.19	0.25	2.33
Other Jurisdictions-PR	50	†	1.78	†	0.12	7.03	1.66	1.68	0.02	0.91
CPS record available at base year										
Yes	1,200	70	72.69	72.95	-0.02	-0.02	72.71	72.43	-0.28	-0.38
No	390	30	27.31	27.05	0.02	0.06	27.29	27.57	0.28	1.01
Applied for federal aid										
Yes	1,260	80	77.17	77.43	-0.02	-0.02	77.19	77.21	0.03	0.03
No	330	20	22.83	22.57	0.02	0.07	22.81	22.79	-0.03	-0.12
Pell Grant status										
Received	530	50	32.57	47.06	-0.95	-2.84	33.53	33.48	-0.04	-0.13
Did not receive	1,060	50	67.43	52.94	0.95	1.43	66.47	66.52	0.04	0.07
Total Pell Grant amount received										
\$0	1,060	50	67.43	52.94	0.95	1.43	66.47	66.52	0.04	0.07
Up to \$2,000	160	20	10.25	13.62	-0.22	-2.11	10.48	10.92	0.45	4.27
\$2,001–\$3,700	150	20	9.79	23.25	-0.88	-8.28	10.68	10.11	-0.57	-5.36
\$3,701 or more	210	10	12.53	10.19	0.15	1.24	12.37	12.45	0.08	0.65
Stafford Loan status										
Received	700	40	41.61	39.40	0.15	0.35	41.46	41.61	0.14	0.34
Did not receive	890	60	58.39	60.60	-0.15	-0.25	58.54	58.39	-0.14	-0.24
Total Stafford Loan amount received										
\$0	890	60	58.39	60.60	-0.15	-0.25	58.54	58.39	-0.14	-0.24
Up to \$2,624	120	10	7.19	8.31	-0.07	-1.01	7.26	7.33	0.06	0.89
\$2,625	480	20	26.82	19.45	0.48	1.84	26.33	26.37	0.04	0.14
\$2,626 or more	110	20	7.60	11.64	-0.27	-3.37	7.87	7.91	0.04	0.52

See notes at end of table.

Table M-4. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	90	#	5.40	0.80	0.30	5.93	5.10	5.57	0.47	9.22
1,822–6,690	660	50	30.82	40.85	-0.66	-2.09	31.48	31.18	-0.31	-0.98
6,691–16,522	610	30	46.21	40.94	0.35	0.76	45.86	45.75	-0.12	-0.25
16,523 or more	230	20	17.57	17.41	0.01	0.06	17.56	17.51	-0.05	-0.27
Unknown	†	†	†	†	†	†	†	†	†	†
Age at base year										
15 to 18	950	40	57.44	37.14	1.33*	2.38	56.11	56.45	0.34	0.61
19	440	20	27.79	20.37	0.49	1.79	27.30	27.71	0.41	1.50
20 to 23	100	10	7.17	18.35	-0.73	-9.30	7.91	7.63	-0.27	-3.43
24 to 29	40	10	3.16	13.36	-0.67	-17.51	3.83	3.35	-0.48	-12.47
30+	60	10	4.43	10.77	-0.42	-8.58	4.85	4.85	-0.00	-0.03
High school graduation year										
Before 1998	100	20	7.21	18.41	-0.74*	-9.26	7.95	7.80	-0.15	-1.93
1998–2002	140	20	10.71	28.19	-1.15*	-9.69	11.86	11.45	-0.41	-3.44
2003–04	1,350	60	81.91	53.39	1.87*	2.34	80.03	80.53	0.50	0.62
Did not complete high school	#	†	0.17	†	0.01	7.03	0.16	0.22	0.07	41.24
Dependency status at base year										
Dependent	1,430	70	88.42	65.87	1.48*	1.70	86.94	87.65	0.71	0.82
Independent	160	30	11.58	34.13	-1.48*	-11.34	13.06	12.35	-0.71	-5.47
Income level at base year										
Dependent										
Less than \$10,000	60	#	3.68	2.54	0.08	2.08	3.61	3.84	0.23	6.31
\$10,000–\$19,999	110	10	6.72	9.56	-0.19	-2.70	6.91	6.65	-0.26	-3.78
\$20,000–\$29,999	150	10	9.02	8.49	0.04	0.39	8.99	8.89	-0.09	-1.05
\$30,000–\$39,999	140	10	9.29	10.72	-0.09	-1.00	9.39	9.85	0.46	4.95
\$40,000–\$49,999	130	10	7.57	8.22	-0.04	-0.57	7.61	8.02	0.41	5.33
\$50,000–\$59,999	140	10	8.73	8.16	0.04	0.43	8.70	8.78	0.09	1.01
\$60,000–\$69,999	150	10	9.30	5.33	0.26	2.89	9.04	8.93	-0.11	-1.21
\$70,000–\$79,999	120	#	7.44	3.49	0.26	3.62	7.18	7.07	-0.11	-1.54
\$80,000–\$99,999	200	#	11.65	0.66	0.72*	6.61	10.93	11.30	0.37	3.34
\$100,000 or more	230	10	15.00	8.70	0.41	2.84	14.59	14.32	-0.26	-1.79

See notes at end of table.

Table M-4. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	40	10	2.53	10.38	-0.52	-16.92	3.05	2.69	-0.36	-11.67
\$10,000–\$19,999	50	10	3.41	9.53	-0.40	-10.56	3.81	3.57	-0.24	-6.19
\$20,000–\$29,999	30	10	1.70	8.99	-0.48	-22.01	2.18	1.85	-0.32	-14.85
\$30,000–\$49,999	30	#	2.00	1.02	0.06	3.32	1.94	2.12	0.18	9.22
\$50,000 or more	20	#	1.94	4.21	-0.15	-7.12	2.09	2.11	0.02	1.07
Race/ethnicity										
White	1,130	60	72.93	62.92	0.66	0.91	72.27	72.73	0.46	0.64
Black or African American	160	20	7.86	15.43	-0.50	-5.95	8.36	7.81	-0.55	-6.59
Hispanic or Latino	170	10	9.56	11.18	-0.11	-1.10	9.67	9.63	-0.04	-0.41
Asian	70	#	5.41	2.70	0.18	3.41	5.23	5.63	0.39	7.52
All other race/ethnicities including more than one race	70	10	4.24	7.78	-0.23	-5.20	4.47	4.21	-0.26	-5.86
Gender										
Male	660	50	41.56	48.35	-0.45	-1.06	42.00	42.09	0.09	0.22
Female	940	50	58.44	51.65	0.45	0.77	58.00	57.91	-0.09	-0.16
Marital status at base year										
Single, divorced, or widowed	1,530	90	95.62	93.92	0.11	0.12	95.51	95.29	-0.22	-0.23
Married	50	10	3.82	6.08	-0.15	-3.73	3.97	4.14	0.17	4.35
Separated	10	†	0.56	†	0.04*	7.03	0.52	0.56	0.05	8.71
Citizen status at base year										
US citizen	1,520	90	95.03	89.48	0.36	0.39	94.66	94.40	-0.26	-0.28
Resident alien	50	10	3.73	9.68	-0.39	-9.47	4.12	3.86	-0.26	-6.39
Foreign or international student	20	#	1.24	0.84	0.03	2.14	1.21	1.74	0.53	43.51

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-5. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, 4-year, doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	170	#	5.51	6.83	-0.04	-0.77	5.55	5.46	-0.09	-1.62
Mideast DE-DC, MD, NJ, NY, PA	230	10	6.32	9.79	-0.11	-1.76	6.43	6.54	0.11	1.64
Great Lakes-IL, IN, MI, OH, WI	670	20	23.23	20.89	0.08	0.33	23.16	23.16	-0.00	-0.01
Plains-IA, KS, MN, MO, NE, ND, SD	310	10	6.91	5.68	0.04	0.59	6.87	6.79	-0.08	-1.16
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	790	20	28.27	14.53	0.45*	1.61	27.82	28.19	0.37	1.32
Southwest-AZ, NM, OK, TX	300	10	11.64	18.77	-0.23	-1.96	11.87	11.73	-0.14	-1.15
Rocky Mountains-CO, ID, MT, UT, WY	160	10	7.19	17.85	-0.35	-4.62	7.53	7.39	-0.15	-1.94
Far West-AK, CA, HI, NV, OR, WA	320	10	10.12	5.65	0.15	1.46	9.98	9.95	-0.03	-0.31
Other Jurisdictions-PR	30	†	0.81	†	0.03	3.37	0.78	0.79	0.01	1.39
CPS record available at base year										
Yes	2,180	60	72.40	66.19	0.20	0.28	72.20	72.43	0.24	0.33
No	820	30	27.60	33.81	-0.20	-0.73	27.80	27.57	-0.24	-0.85
Applied for federal aid										
Yes	2,270	60	75.00	68.11	0.22	0.30	74.77	75.04	0.27	0.36
No	720	20	25.00	31.89	-0.22	-0.89	25.23	24.96	-0.27	-1.07
Pell Grant status										
Received	700	30	23.10	35.70	-0.41*	-1.75	23.51	23.49	-0.02	-0.11
Did not receive	2,290	50	76.90	64.30	0.41*	0.54	76.49	76.51	0.02	0.03
Total Pell Grant amount received										
\$0	2,290	50	76.90	64.30	0.41*	0.54	76.49	76.51	0.02	0.03
Up to \$2,000	230	10	7.31	12.98	-0.19	-2.47	7.49	7.39	-0.10	-1.34
\$2,001–\$3,700	220	10	7.34	12.01	-0.15	-2.03	7.49	7.49	-0.00	-0.01
3,701 or more	260	10	8.46	10.70	-0.07	-0.86	8.53	8.61	0.08	0.90
Stafford Loan status										
Received	1,230	40	40.74	47.33	-0.21	-0.52	40.95	41.00	0.05	0.11
Did not receive	1,760	40	59.26	52.67	0.21	0.36	59.05	59.00	-0.05	-0.08
Total Stafford Loan amount received										
\$0	1,760	40	59.26	52.67	0.21	0.36	59.05	59.00	-0.05	-0.08
Up to \$2,624	190	10	5.78	5.84	0.00	-0.04	5.78	5.84	0.06	1.04
\$2,625	880	20	29.09	30.05	-0.03	-0.11	29.12	29.10	-0.02	-0.07
\$2,626 or more	170	10	5.88	11.44	-0.18	-3.00	6.06	6.07	0.01	0.12

See notes at end of table.

Table M-5. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	10	#	0.16	0.90	-0.02	-13.06	0.19	0.17	-0.01	-7.37
1,822–6,690	120	#	5.03	3.57	0.05	0.95	4.98	5.02	0.03	0.70
6,691–16,522	830	40	29.93	48.56	-0.61*	-1.99	30.54	30.14	-0.40	-1.30
16,523 or more	2,040	40	64.88	46.97	0.58*	0.91	64.29	64.67	0.38	0.59
Unknown	†	†	†	†	†	†	†	†	†	†
Age at base year										
15 to 18	1,940	40	64.52	47.18	0.57*	0.88	63.96	64.08	0.13	0.20
19	900	20	29.86	17.71	0.40*	1.34	29.46	29.63	0.17	0.58
20 to 23	100	10	3.56	16.25	-0.41*	-10.39	3.98	4.00	0.02	0.59
24 to 29	30	10	1.23	7.77	-0.21*	-14.80	1.44	1.33	-0.11	-7.80
30+	30	10	0.83	11.10	-0.33*	-28.82	1.16	0.95	-0.21	-17.93
High school graduation year										
Before 1998	50	10	1.87	16.26	-0.47*	-20.03	2.34	2.07	-0.28	-11.79
1998–2002	130	20	5.51	22.08	-0.54*	-8.93	6.05	5.88	-0.17	-2.86
2003–04	2,820	60	92.62	61.66	1.01*	1.10	91.61	92.05	0.45	0.49
Did not complete high school	†	†	†	†	†	†	†	†	†	†
Dependency status at base year										
Dependent	2,880	60	95.70	72.55	0.75*	0.79	94.94	95.30	0.36	0.37
Independent	110	20	4.30	27.45	-0.75*	-14.93	5.06	4.70	-0.36	-7.04
Income level at base year										
Dependent										
Less than \$10,000	80	#	3.23	3.16	0.00	0.06	3.23	3.46	0.23	7.28
\$10,000–\$19,999	140	10	4.68	10.69	-0.20	-4.02	4.88	4.74	-0.14	-2.81
\$20,000–\$29,999	210	#	6.58	3.78	0.09	1.40	6.49	6.56	0.08	1.17
\$30,000–\$39,999	240	10	8.05	8.63	-0.02	-0.24	8.06	8.06	-0.01	-0.10
\$40,000–\$49,999	230	#	7.59	5.80	0.06	0.78	7.54	7.60	0.07	0.92
\$50,000–\$59,999	220	10	6.96	5.90	0.03	0.50	6.92	7.02	0.10	1.39
\$60,000–\$69,999	300	10	10.27	4.90	0.18*	1.73	10.10	10.11	0.01	0.11
\$70,000–\$79,999	230	#	7.89	3.47	0.14*	1.86	7.75	7.80	0.06	0.74
\$80,000–\$99,999	430	10	13.48	8.02	0.18	1.34	13.30	13.24	-0.06	-0.44
\$100,000 or more	810	20	26.97	18.19	0.29	1.07	26.69	26.70	0.01	0.06

See notes at end of table.

Table M-5. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in public, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	30	#	1.20	7.36	-0.20	-14.33	1.40	1.20	-0.20	-14.60
\$10,000–\$19,999	30	10	1.13	5.01	-0.13	-10.09	1.25	1.27	0.01	1.17
\$20,000–\$29,999	20	#	0.67	6.09	-0.18	-20.72	0.85	0.73	-0.12	-14.09
\$30,000–\$49,999	20	#	0.90	3.25	-0.08	-7.81	0.98	1.08	0.10	10.44
\$50,000 or more	10	#	0.39	5.74	-0.17	-30.62	0.57	0.42	-0.15	-26.07
Race/ethnicity										
White	2,100	50	68.32	60.01	0.27	0.40	68.05	68.16	0.11	0.16
Black or African American	280	10	9.69	12.13	-0.08	-0.82	9.77	9.78	0.01	0.08
Hispanic or Latino	270	10	9.53	11.14	-0.05	-0.55	9.58	9.65	0.07	0.70
Asian	200	10	6.91	13.09	-0.20	-2.83	7.12	6.90	-0.22	-3.10
All other race/ethnicities including more than one race	150	#	5.54	3.63	0.06	1.14	5.48	5.52	0.04	0.68
Gender										
Male	1,360	50	45.30	59.73	-0.47*	-1.03	45.77	45.97	0.20	0.44
Female	1,630	30	54.70	40.27	0.47*	0.87	54.23	54.03	-0.20	-0.37
Marital status at base year										
Single, divorced, or widowed	2,950	80	98.43	89.82	0.28*	0.29	98.15	98.18	0.04	0.04
Married	40	10	1.57	8.43	-0.22*	-12.44	1.80	1.82	0.02	1.20
Separated	†	#	†	1.75	-0.06	-100.00	0.06	#	-0.06	-100.00
Citizen status at base year										
US citizen	2,880	80	96.17	90.41	0.19	0.20	95.98	96.07	0.09	0.09
Resident alien	90	†	3.11	†	0.10*	3.37	3.01	3.20	0.19	6.47
Foreign or international student	20	10	0.72	9.59	-0.29*	-28.63	1.01	0.73	-0.28	-27.82

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-6. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, nonprofit, less-than-4-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	10	#	1.73	2.23	-0.07	-3.97	1.80	1.90	0.10	5.29
Mideast DE-DC, MD, NJ, NY, PA	70	10	18.31	14.07	0.61	3.46	17.70	18.34	0.64	3.62
Great Lakes-IL, IN, MI, OH, WI	60	10	12.69	9.05	0.53	4.33	12.16	12.74	0.58	4.74
Plains-IA, KS, MN, MO, NE, ND, SD	30	#	4.69	4.69	#	#	4.69	4.54	-0.15	-3.27
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	80	20	20.30	27.78	-1.08	-5.06	21.38	19.61	-1.77	-8.27
Southwest-AZ, NM, OK, TX	10	#	2.25	2.03	0.03	1.40	2.22	2.05	-0.16	-7.26
Rocky Mountains-CO, ID, MT, UT, WY	10	†	2.28	†	0.33	16.91	1.95	2.26	0.31	15.81
Far West-AK, CA, HI, NV, OR, WA	150	40	21.69	29.81	-1.17	-5.14	22.86	22.28	-0.59	-2.57
Other Jurisdictions-PR	30	10	16.06	10.33	0.83	5.44	15.23	16.28	1.05	6.90
CPS record available at base year										
Yes	390	80	89.46	86.74	0.39	0.44	89.07	89.73	0.66	0.74
No	60	10	10.54	13.26	-0.39	-3.60	10.93	10.27	-0.66	-6.00
Applied for federal aid										
Yes	400	80	91.10	91.39	-0.04	-0.05	91.14	91.42	0.27	0.30
No	40	10	8.90	8.61	0.04	0.47	8.86	8.58	-0.27	-3.10
Pell Grant status										
Received	270	60	66.74	72.60	-0.85	-1.25	67.59	67.58	-0.01	-0.01
Did not receive	170	30	33.26	27.40	0.85	2.61	32.41	32.42	0.01	0.03
Total Pell Grant amount received										
\$0	170	30	33.26	27.40	0.85	2.61	32.41	32.42	0.01	0.03
Up to \$2,000	60	20	15.16	16.21	-0.15	-0.99	15.31	15.09	-0.22	-1.44
\$2,001–\$3,700	100	10	26.41	20.64	0.83	3.26	25.57	26.60	1.03	4.01
\$3,701 or more	110	30	25.18	35.75	-1.53	-5.73	26.71	25.89	-0.82	-3.05
Stafford Loan status										
Received	230	50	41.78	45.17	-0.49	-1.16	42.27	42.41	0.13	0.31
Did not receive	220	40	58.22	54.83	0.49	0.85	57.73	57.59	-0.13	-0.23
Total Stafford Loan amount received										
\$0	220	40	58.22	54.83	0.49	0.85	57.73	57.59	-0.13	-0.23
Up to \$2,624	40	10	7.34	13.19	-0.85	-10.33	8.19	7.17	-1.02	-12.42
\$2,625	60	10	12.49	7.06	0.78	6.71	11.70	11.92	0.22	1.90
\$2,626 or more	130	30	21.95	24.92	-0.43	-1.92	22.38	23.31	0.93	4.14

See notes at end of table.

Table M-6. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, nonprofit, less-than-4-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	350	70	72.81	82.16	-1.35	-1.82	74.17	71.84	-2.32	-3.13
1,822–6,690	90	20	23.44	17.62	0.84	3.72	22.60	24.74	2.14	9.47
6,691–16,522	#	†	1.48	†	0.21	16.91	1.27	1.44	0.17	13.41
16,523 or more	#	†	1.81	†	0.26	16.91	1.55	1.54	#	-0.27
Unknown	10	#	0.46	0.21	0.04	8.41	0.42	0.44	0.02	4.18
Age at base year										
15 to 18	160	30	34.54	33.77	0.11	0.32	34.42	33.26	-1.17	-3.39
19	100	20	17.84	15.45	0.34	1.97	17.49	17.16	-0.33	-1.89
20 to 23	70	10	20.34	15.89	0.64	3.26	19.69	20.65	0.95	4.85
24 to 29	40	10	8.95	10.42	-0.21	-2.31	9.17	9.80	0.63	6.91
30+	70	20	18.34	24.47	-0.89	-4.61	19.22	19.13	-0.09	-0.47
High school graduation year										
Before 1998	100	30	25.85	28.53	-0.39	-1.48	26.24	27.56	1.32	5.04
1998–2002	100	20	27.60	25.46	0.31	1.13	27.29	28.83	1.55	5.67
2003–04	240	40	45.63	41.12	0.65	1.45	44.98	42.73	-2.25	-5.00
Did not complete high school	10	#	0.93	4.89	-0.57	-38.25	1.50	0.88	-0.62	-41.47
Dependency status at base year										
Dependent	280	40	59.58	44.89	2.12	3.70	57.46	58.46	1.00	1.74
Independent	170	40	40.42	55.11	-2.12	-4.99	42.54	41.54	-1.00	-2.36
Income level at base year										
Dependent										
Less than \$10,000	40	10	12.12	11.46	0.10	0.80	12.02	13.59	1.57	13.02
\$10,000–\$19,999	40	10	7.01	5.70	0.19	2.78	6.82	6.72	-0.10	-1.48
\$20,000–\$29,999	40	10	11.84	8.40	0.50	4.39	11.34	11.40	0.06	0.51
\$30,000–\$39,999	40	#	6.25	3.17	0.45	7.68	5.81	5.80	-0.00	-0.04
\$40,000–\$49,999	20	#	3.07	2.63	0.06	2.15	3.01	2.79	-0.22	-7.30
\$50,000–\$59,999	20	10	2.69	6.33	-0.53	-16.39	3.21	2.96	-0.25	-7.80
\$60,000–\$69,999	30	#	3.81	1.44	0.34	9.88	3.46	3.65	0.19	5.47
\$70,000–\$79,999	10	10	2.49	4.19	-0.25	-9.01	2.73	2.27	-0.47	-17.06
\$80,000–\$99,999	20	#	2.56	0.46	0.30	13.48	2.26	2.32	0.06	2.54
\$100,000 or more	20	#	7.74	1.13	0.96	14.10	6.78	6.96	0.17	2.53

See notes at end of table.

Table M-6. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, nonprofit, less-than-4-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	50	10	11.05	20.77	-1.41	-11.28	12.46	11.81	-0.65	-5.23
\$10,000–\$19,999	70	10	17.66	18.43	-0.11	-0.63	17.77	17.51	-0.26	-1.45
\$20,000–\$29,999	30	10	5.94	5.83	0.02	0.27	5.93	6.32	0.40	6.67
\$30,000–\$49,999	10	10	3.66	6.04	-0.34	-8.58	4.00	3.76	-0.24	-6.03
\$50,000 or more	10	#	2.11	4.04	-0.28	-11.69	2.39	2.14	-0.25	-10.36
Race/ethnicity										
White	180	40	39.19	34.78	0.64	1.65	38.55	38.23	-0.32	-0.83
Black or African American	60	20	14.04	25.77	-1.70	-10.78	15.74	13.86	-1.88	-11.92
Hispanic or Latino	120	30	35.30	30.09	0.75	2.18	34.55	36.29	1.74	5.04
Asian	30	#	4.14	2.99	0.17	4.18	3.97	4.22	0.24	6.06
All other race/ethnicities including more than one race	50	10	7.33	6.37	0.14	1.93	7.19	7.40	0.21	2.98
Gender										
Male	150	30	36.87	32.57	0.62	1.72	36.25	38.54	2.30	6.34
Female	290	60	63.13	67.43	-0.62	-0.98	63.75	61.46	-2.30	-3.60
Marital status at base year										
Single, divorced, or widowed	370	70	80.51	74.02	0.94	1.18	79.57	80.52	0.95	1.19
Married	60	20	16.50	18.26	-0.25	-1.51	16.76	16.33	-0.42	-2.54
Separated	10	10	2.99	7.73	-0.69	-18.65	3.67	3.15	-0.52	-14.23
Citizen status at base year										
US citizen	390	80	90.23	84.72	0.80	0.89	89.43	89.82	0.38	0.43
Resident alien	40	10	9.05	15.28	-0.90	-9.05	9.95	9.34	-0.61	-6.17
Foreign or international student	10	†	0.71	†	0.10	16.91	0.61	0.84	0.23	37.52

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-7. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	210	10	8.28	13.13	-0.27	-3.18	8.55	8.22	-0.33	-3.87
Mideast DE-DC, MD, NJ, NY, PA	340	10	16.03	10.26	0.32	2.06	15.71	15.88	0.18	1.14
Great Lakes-IL, IN, MI, OH, WI	410	20	19.74	26.02	-0.35	-1.75	20.09	19.92	-0.17	-0.86
Plains-IA, KS, MN, MO, NE, ND, SD	470	20	18.20	13.87	0.24	1.35	17.95	18.18	0.23	1.26
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	450	20	21.94	26.08	-0.23	-1.05	22.17	22.20	0.03	0.13
Southwest-AZ, NM, OK, TX	60	#	2.30	0.38	0.11*	4.91	2.19	2.34	0.15	6.80
Rocky Mountains-CO, ID, MT, UT, WY	40	†	2.18	†	0.12*	5.93	2.06	2.11	0.05	2.37
Far West-AK, CA, HI, NV, OR, WA	180	10	7.55	3.22	0.24	3.32	7.31	7.33	0.02	0.23
Other Jurisdictions-PR	30	#	3.79	7.05	-0.18	-4.59	3.97	3.83	-0.15	-3.65
CPS record available at base year										
Yes	1,830	70	81.79	79.85	0.11	0.13	81.68	81.04	-0.65	-0.79
No	370	20	18.21	20.15	-0.11	-0.59	18.32	18.96	0.65	3.52
Applied for federal aid										
Yes	1,890	70	84.25	80.96	0.18	0.22	84.06	83.57	-0.49	-0.59
No	310	20	15.75	19.04	-0.18	-1.15	15.94	16.43	0.49	3.09
Pell Grant status										
Received	630	40	31.18	54.60	-1.31*	-4.03	32.49	32.12	-0.36	-1.12
Did not receive	1,570	40	68.82	45.40	1.31*	1.94	67.51	67.88	0.36	0.54
Total Pell Grant amount received										
\$0	1,570	40	68.82	45.40	1.31*	1.94	67.51	67.88	0.36	0.54
Up to \$2,000	210	20	11.51	26.00	-0.81	-6.58	12.32	11.75	-0.57	-4.64
\$2,001–\$3,700	200	20	10.17	16.67	-0.36	-3.45	10.54	10.61	0.07	0.65
\$3,701 or more	220	10	9.50	11.93	-0.14	-1.41	9.63	9.77	0.14	1.44
Stafford Loan status										
Received	1,330	50	57.75	49.17	0.48	0.84	57.27	57.55	0.28	0.50
Did not receive	860	40	42.25	50.83	-0.48	-1.12	42.73	42.45	-0.28	-0.66
Total Stafford Loan amount received										
\$0	860	40	42.25	50.83	-0.48	-1.12	42.73	42.45	-0.28	-0.66
Up to \$2,624	140	10	5.67	4.44	0.07	1.23	5.60	5.64	0.04	0.67
\$2,625	980	20	39.51	14.88	1.38*	3.61	38.13	38.64	0.51	1.35
\$2,626 or more	210	20	12.57	29.85	-0.97*	-7.14	13.54	13.27	-0.27	-1.98

See notes at end of table.

Table M-7. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	1,020	30	41.00	32.07	0.50	1.23	40.50	40.67	0.17	0.41
1,822–6,690	1,060	40	49.91	45.61	0.24	0.48	49.67	49.50	-0.16	-0.33
6,691–16,522	80	10	5.50	12.42	-0.39	-6.57	5.89	5.59	-0.30	-5.05
16,523 or more	20	10	2.48	9.91	-0.42	-14.36	2.89	2.83	-0.06	-2.10
Unknown	10	†	1.11	†	0.06	5.93	1.05	1.40	0.36	33.99
Age at base year										
15 to 18	1,240	30	54.19	28.98	1.41*	2.67	52.78	52.89	0.11	0.20
19	730	20	30.15	20.99	0.51	1.73	29.63	29.62	-0.01	-0.04
20 to 23	110	10	6.07	17.48	-0.64	-9.52	6.71	6.50	-0.21	-3.08
24 to 29	40	10	3.49	15.11	-0.65*	-15.72	4.14	3.82	-0.31	-7.61
30+	80	20	6.11	17.45	-0.63	-9.41	6.74	7.17	0.43	6.33
High school graduation year										
Before 1998	110	20	8.96	27.32	-1.03*	-10.29	9.98	10.28	0.30	2.98
1998–2002	140	20	8.67	24.23	-0.87*	-9.13	9.54	9.20	-0.34	-3.54
2003–04	1,940	50	82.35	48.45	1.90*	2.36	80.45	80.48	0.03	0.03
Did not complete high school	#	†	0.03	†	#	5.93	0.03	0.04	0.01	40.18
Dependency status at base year										
Dependent	2,020	50	87.59	54.75	1.84*	2.14	85.76	86.05	0.29	0.34
Independent	170	30	12.41	45.25	-1.84*	-12.90	14.24	13.95	-0.29	-2.05
Income level at base year										
Dependent										
Less than \$10,000	80	10	3.42	9.02	-0.31	-8.40	3.73	3.70	-0.04	-1.03
\$10,000–\$19,999	100	#	5.03	4.98	#	0.05	5.03	5.28	0.25	5.04
\$20,000–\$29,999	170	10	6.71	6.59	0.01	0.09	6.70	6.69	-0.01	-0.20
\$30,000–\$39,999	180	10	8.87	6.00	0.16	1.85	8.71	8.72	0.01	0.13
\$40,000–\$49,999	170	10	8.29	11.38	-0.17	-2.05	8.46	8.40	-0.06	-0.65
\$50,000–\$59,999	160	10	6.42	4.52	0.11	1.68	6.32	6.36	0.04	0.62
\$60,000–\$69,999	180	#	7.66	0.65	0.39*	5.39	7.27	7.39	0.11	1.56
\$70,000–\$79,999	170	#	6.55	1.11	0.30*	4.87	6.24	6.18	-0.07	-1.05
\$80,000–\$99,999	310	#	13.17	2.81	0.58*	4.60	12.59	12.66	0.07	0.57
\$100,000 or more	510	10	21.47	7.68	0.77*	3.73	20.70	20.67	-0.02	-0.11

See notes at end of table.

Table M-7. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	20	#	1.01	6.45	-0.30	-23.11	1.32	1.02	-0.30	-22.82
\$10,000–\$19,999	60	10	3.84	19.23	-0.86	-18.31	4.70	4.33	-0.37	-7.92
\$20,000–\$29,999	30	#	2.13	1.00	0.06	3.06	2.07	2.27	0.20	9.81
\$30,000–\$49,999	30	10	2.37	12.20	-0.55	-18.81	2.92	2.60	-0.33	-11.14
\$50,000 or more	30	10	3.05	6.37	-0.19	-5.73	3.24	3.74	0.50	15.55
Race/ethnicity										
White	1,680	50	71.76	50.31	1.20*	1.70	70.56	70.73	0.17	0.24
Black or African American	220	20	12.77	28.86	-0.90*	-6.59	13.67	13.23	-0.44	-3.22
Hispanic or Latino	140	10	9.33	16.63	-0.41	-4.19	9.74	9.77	0.04	0.38
Asian	70	#	2.71	1.57	0.06	2.40	2.64	2.89	0.25	9.29
All other race/ethnicities including more than one race	90	10	3.44	2.63	0.04	1.32	3.39	3.38	-0.01	-0.33
Gender										
Male	920	40	43.43	47.79	-0.24	-0.56	43.68	44.49	0.81	1.86
Female	1,270	50	56.57	52.21	0.24	0.43	56.32	55.51	-0.81	-1.44
Marital status at base year										
Single, divorced, or widowed	2,130	80	94.59	86.92	0.43	0.46	94.17	93.91	-0.25	-0.27
Married	60	10	4.17	13.08	-0.50	-10.68	4.67	4.78	0.11	2.42
Separated	10	†	1.23	†	0.07*	5.93	1.16	1.30	0.14	12.04
Citizen status at base year										
US citizen	2,120	80	95.70	93.62	0.12	0.12	95.58	95.32	-0.27	-0.28
Resident alien	40	10	2.35	3.43	-0.06	-2.52	2.41	2.33	-0.08	-3.42
Foreign or international student	30	#	1.95	2.95	-0.06	-2.79	2.01	2.36	0.35	17.45

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-8. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	310	10	26.85	48.73	-0.55	-2.02	27.40	27.27	-0.14	-0.50
Mideast DE-DC, MD, NJ, NY, PA	450	10	28.16	28.96	-0.02	-0.07	28.18	28.39	0.21	0.76
Great Lakes-IL, IN, MI, OH, WI	170	#	10.68	7.31	0.09	0.80	10.60	10.53	-0.07	-0.68
Plains-IA, KS, MN, MO, NE, ND, SD	50	†	2.33	†	0.06*	2.59	2.27	2.25	-0.02	-1.04
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	160	#	10.89	1.67	0.23*	2.18	10.66	10.80	0.14	1.34
Southwest-AZ, NM, OK, TX	100	#	4.41	5.31	-0.02	-0.51	4.43	4.39	-0.05	-1.09
Rocky Mountains-CO, ID, MT, UT, WY	60	†	4.25	†	0.11*	2.59	4.14	4.15	0.01	0.28
Far West-AK, CA, HI, NV, OR, WA	160	#	11.46	4.04	0.19	1.66	11.27	11.26	-0.01	-0.11
Other Jurisdictions-PR	30	#	0.98	3.98	-0.08	-7.21	1.05	0.98	-0.08	-7.14
CPS record available at base year										
Yes	1,080	20	71.79	59.45	0.31	0.44	71.48	71.31	-0.17	-0.24
No	410	10	28.21	40.55	-0.31	-1.09	28.52	28.69	0.17	0.60
Applied for federal aid										
Yes	1,140	20	75.88	68.75	0.18	0.24	75.70	75.68	-0.02	-0.03
No	350	10	24.12	31.25	-0.18	-0.74	24.30	24.32	0.02	0.10
Pell Grant status										
Received	330	10	21.07	28.39	-0.18	-0.87	21.26	21.32	0.06	0.27
Did not receive	1,160	20	78.93	71.61	0.18	0.23	78.74	78.68	-0.06	-0.07
Total Pell Grant amount received										
\$0	1,160	20	78.93	71.61	0.18	0.23	78.74	78.68	-0.06	-0.07
Up to \$2,000	120	#	7.39	9.27	-0.05	-0.64	7.44	7.51	0.07	0.99
\$2,001–\$3,700	90	#	5.73	10.88	-0.13	-2.22	5.86	5.86	-0.00	0.07
\$3,701 or more	130	0	7.96	8.23	-0.01	-0.09	7.96	7.94	-0.02	-0.24
Stafford Loan status										
Received	720	20	48.46	50.86	-0.06	-0.13	48.52	48.56	0.04	0.08
Did not receive	770	10	51.54	49.14	0.06	0.12	51.48	51.44	-0.04	-0.08
Total Stafford Loan amount received										
\$0	770	10	51.54	49.14	0.06	0.12	51.48	51.44	-0.04	-0.08
Up to \$2,624	60	0	3.31	4.16	-0.02	-0.64	3.34	3.39	0.05	1.48
\$2,625	560	10	36.95	33.34	0.09	0.25	36.86	36.70	-0.16	-0.43
\$2,626 or more	100	#	8.19	13.36	-0.13	-1.57	8.32	8.47	0.15	1.78

See notes at end of table.

Table M-8. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	100	10	6.32	16.77	-0.26	-4.01	6.58	6.31	-0.27	-4.14
1,822–6,690	610	10	39.98	26.28	0.35	0.87	39.64	39.64	-0.00	0.01
6,691–16,522	540	10	37.36	56.95	-0.49	-1.31	37.85	37.76	-0.09	-0.24
16,523 or more	240	†	16.26	†	0.41*	2.59	15.84	16.21	0.37	2.31
Unknown	#	†	0.08	†	#	2.59	0.08	0.08	-0.01	-6.67
Age at base year										
15 to 18	1,020	20	68.24	53.22	0.38	0.56	67.86	67.87	0.01	0.01
19	410	10	27.66	24.55	0.08	0.28	27.58	27.51	-0.06	-0.23
20 to 23	40	#	3.08	21.36	-0.46	-13.05	3.54	3.37	-0.17	-4.78
24 to 29	10	#	0.30	0.56	-0.01	-2.10	0.31	0.40	0.09	30.06
30+	10	#	0.73	0.31	0.01	1.49	0.72	0.85	0.13	18.45
High school graduation year										
Before 1998	20	#	1.13	0.56	0.01	1.29	1.11	1.34	0.23	20.19
1998–2002	50	#	4.19	23.80	-0.50	-10.57	4.68	4.51	-0.17	-3.72
2003–04	1,410	30	93.97	75.33	0.47	0.50	93.50	93.30	-0.20	-0.21
Did not complete high school	#	#	0.71	0.31	0.01	1.46	0.70	0.85	0.15	21.38
Dependency status at base year										
Dependent	1,450	30	98.15	99.14	-0.03	-0.03	98.17	97.90	-0.27	-0.28
Independent	40	#	1.85	0.86	0.03	1.37	1.83	2.10	0.27	14.86
Income level at base year										
Dependent										
Less than \$10,000	50	†	2.89	†	0.07*	2.59	2.82	2.86	0.05	1.65
\$10,000–\$19,999	80	#	5.44	2.67	0.07	1.30	5.37	5.65	0.28	5.15
\$20,000–\$29,999	100	10	6.23	35.65	-0.74	-10.66	6.97	6.25	-0.72	-10.31
\$30,000–\$39,999	120	#	8.33	11.86	-0.09	-1.06	8.42	8.40	-0.01	-0.14
\$40,000–\$49,999	110	#	8.13	9.19	-0.03	-0.33	8.16	8.27	0.11	1.34
\$50,000–\$59,999	90	#	5.92	7.50	-0.04	-0.67	5.96	5.98	0.01	0.23
\$60,000–\$69,999	120	#	8.69	9.45	-0.02	-0.22	8.71	8.88	0.17	1.91
\$70,000–\$79,999	80	#	5.01	4.55	0.01	0.24	5.00	5.09	0.09	1.84
\$80,000–\$99,999	200	#	12.30	8.01	0.11	0.89	12.19	12.07	-0.12	-1.01
\$100,000 or more	520	#	35.19	10.26	0.63*	1.82	34.56	34.44	-0.12	-0.36

See notes at end of table.

Table M-8. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	10	†	0.61	†	0.02	2.59	0.59	0.60	0.01	1.00
\$10,000–\$19,999	10	#	0.34	0.56	-0.01	-1.65	0.34	0.46	0.12	36.18
\$20,000–\$29,999	10	#	0.15	0.31	0.00	-2.43	0.16	0.18	0.02	12.63
\$30,000–\$49,999	10	†	0.41	†	0.01	2.59	0.40	0.51	0.11	27.10
\$50,000 or more	10	†	0.35	†	0.01	2.59	0.34	0.36	0.01	4.28
Race/ethnicity										
White	1,020	20	68.31	53.58	0.37	0.55	67.93	67.42	-0.52	-0.76
Black or African American	120	#	8.75	6.04	0.07	0.79	8.68	8.89	0.22	2.50
Hispanic or Latino	150	10	9.87	16.76	-0.17	-1.73	10.04	10.25	0.21	2.09
Asian	140	#	8.84	23.06	-0.36	-3.90	9.20	9.22	0.03	0.30
All other race/ethnicities including more than one race	70	#	4.24	0.56	0.09*	2.24	4.15	4.21	0.06	1.47
Gender										
Male	620	10	42.62	48.91	-0.16	-0.37	42.78	43.35	0.57	1.33
Female	870	20	57.38	51.09	0.16	0.28	57.22	56.65	-0.57	-1.00
Marital status at base year										
Single, divorced, or widowed	1,480	30	99.50	100.00	-0.01	-0.01	99.52	99.37	-0.14	-0.14
Married	10	†	0.37	†	0.01	2.59	0.36	0.48	0.12	32.57
Separated	#	†	0.13	†	#	2.59	0.12	0.15	0.03	21.39
Citizen status at base year										
US citizen	1,420	30	94.15	73.73	0.52	0.55	93.63	93.07	-0.56	-0.60
Resident alien	30	†	2.89	†	0.07*	2.59	2.81	3.09	0.27	9.69
Foreign or international student	40	#	2.96	26.27	-0.59	-16.57	3.55	3.84	0.29	8.17

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-9. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, for-profit, less-than-2-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	80	30	4.23	7.99	-0.97	-18.60	5.20	4.62	-0.58	-11.21
Mideast DE-DC, MD, NJ, NY, PA	180	80	14.66	19.94	-1.36*	-8.49	16.02	15.30	-0.72	-4.50
Great Lakes-IL, IN, MI, OH, WI	130	50	15.71	17.47	-0.45	-2.80	16.17	15.49	-0.67	-4.16
Plains-IA, KS, MN, MO, NE, ND, SD	40	20	3.16	3.83	-0.17	-5.19	3.33	3.02	-0.31	-9.35
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	160	60	13.67	11.82	0.48	3.61	13.19	14.01	0.82	6.19
Southwest-AZ, NM, OK, TX	230	80	30.45	25.48	1.28	4.38	29.17	30.48	1.31	4.48
Rocky Mountains-CO, ID, MT, UT, WY	20	10	0.88	0.33	0.14*	19.29	0.74	0.88	0.14*	19.60
Far West-AK, CA, HI, NV, OR, WA	170	50	12.52	10.88	0.42	3.51	12.10	11.98	-0.12	-1.00
Other Jurisdictions-PR	60	10	4.72	2.26	0.63*	15.46	4.08	4.23	0.14	3.50
CPS record available at base year										
Yes	990	350	95.08	96.26	-0.30	-0.32	95.38	95.69	0.31	0.32
No	90	30	4.92	3.74	0.30	6.57	4.62	4.31	-0.31	-6.68
Applied for federal aid										
Yes	1,000	360	96.41	99.14	-0.70*	-0.72	97.12	96.95	-0.16	-0.17
No	70	20	3.59	0.86	0.70*	24.32	2.88	3.05	0.16	5.61
Pell Grant status										
Received	790	300	90.47	94.94	-1.15*	-1.26	91.62	91.55	-0.07	-0.08
Did not receive	280	80	9.53	5.06	1.15*	13.73	8.38	8.45	0.07	0.88
Total Pell Grant amount received										
\$0	280	80	9.53	5.06	1.15*	13.73	8.38	8.45	0.07	0.88
Up to \$2,000	180	60	19.12	21.74	-0.67	-3.40	19.79	19.61	-0.18	-0.92
\$2,001–\$3,700	290	110	35.10	37.90	-0.72	-2.01	35.82	36.09	0.27	0.75
\$3,701 or more	320	130	36.25	35.31	0.24	0.67	36.01	35.85	-0.16	-0.45
Stafford Loan status										
Received	740	270	72.72	77.44	-1.21	-1.64	73.94	73.63	-0.31	-0.41
Did not receive	330	110	27.28	22.56	1.21	4.66	26.06	26.37	0.31	1.17
Total Stafford Loan amount received										
\$0	330	110	27.28	22.56	1.21	4.66	26.06	26.37	0.31	1.17
Up to \$2,624	120	40	17.57	14.53	0.78	4.65	16.79	17.13	0.34	2.03
\$2,625	120	30	12.91	6.36	1.69*	15.01	11.22	11.92	0.70	6.20
\$2,626 or more	500	200	42.25	56.55	-3.68*	-8.01	45.93	44.59	-1.34	-2.92

See notes at end of table.

Table M-9. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, for-profit, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	1,010	350	96.79	95.99	0.20	0.21	96.58	96.79	0.21	0.21
1,822–6,690	20	10	1.51	3.25	-0.45	-22.75	1.96	1.64	-0.32	16.42
6,691–16,522	10	†	0.49	†	0.13	34.65	0.36	0.37	0.01	3.48
16,523 or more	10	#	0.66	0.18	0.12	22.77	0.54	0.66	0.12	21.56
Unknown	30	10	0.55	0.58	-0.01	-1.20	0.56	0.54	-0.01	-2.39
Age at base year										
15 to 18	220	70	22.00	17.68	1.11	5.32	20.89	20.75	-0.14	-0.65
19	180	50	15.77	13.22	0.66	4.35	15.11	14.40	-0.72	-4.74
20 to 23	250	80	25.46	23.23	0.58	2.31	24.89	25.90	1.01	4.04
24 to 29	200	80	17.65	22.84	-1.34*	-7.04	18.98	19.16	0.18	0.94
30+	240	100	19.12	23.04	-1.01	-5.01	20.13	19.80	-0.33	-1.66
High school graduation year										
Before 1998	340	150	26.83	35.89	-2.33*	-7.99	29.16	28.12	-1.04	-3.56
1998–2002	330	110	32.36	28.90	0.89	2.83	31.47	32.42	0.95	3.02
2003–04	360	100	35.83	30.08	1.48	4.30	34.35	34.25	-0.10	-0.29
Did not complete high school	50	20	4.98	5.13	-0.04	-0.78	5.02	5.20	0.19	3.70
Dependency status at base year										
Dependent	430	130	41.42	35.93	1.41	3.53	40.01	39.46	-0.55	-1.37
Independent	640	250	58.58	64.07	-1.41	-2.36	59.99	60.54	0.55	0.91
Income level at base year										
Dependent										
Less than \$10,000	60	30	6.19	8.98	-0.72	-10.38	6.91	6.79	-0.12	-1.75
\$10,000–\$19,999	100	30	9.62	8.70	0.23	2.50	9.38	9.13	-0.25	-2.69
\$20,000–\$29,999	80	30	10.57	8.24	0.60	6.02	9.97	9.69	-0.28	-2.80
\$30,000–\$39,999	50	20	7.18	7.28	-0.03	-0.38	7.20	6.64	-0.57	-7.87
\$40,000–\$49,999	30	10	2.82	1.39	0.37*	14.94	2.45	2.70	0.25	10.32
\$50,000–\$59,999	40	#	1.86	0.32	0.40*	27.05	1.46	1.82	0.36*	24.58
\$60,000–\$69,999	10	10	0.58	0.23	0.09	18.56	0.49	0.53	0.04	7.40
\$70,000–\$79,999	20	#	0.43	0.03	0.10*	31.69	0.33	0.35	0.02	5.82
\$80,000–\$99,999	20	10	0.64	0.43	0.05	9.34	0.58	0.52	-0.07	-11.49
\$100,000 or more	20	10	1.54	0.34	0.31	25.23	1.23	1.30	0.07	5.63

See notes at end of table.

Table M-9. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, for-profit, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	150	70	14.52	15.23	-0.18	-1.25	14.70	14.32	-0.39	-2.62
\$10,000–\$19,999	300	110	30.57	33.05	-0.64	-2.05	31.21	32.22	1.02	3.26
\$20,000–\$29,999	110	30	8.97	7.17	0.46	5.45	8.51	9.52	1.01	11.83
\$30,000–\$49,999	60	30	3.73	7.35	-0.93*	-20.01	4.66	3.68	-0.98*	-21.05
\$50,000 or more	40	10	0.79	1.26	-0.12	-13.26	0.91	0.80	-0.11	-11.85
Race/ethnicity										
White	380	130	31.16	30.09	0.28	0.89	30.88	30.99	0.10	0.34
Black or African American	270	90	27.72	21.17	1.69	6.47	26.04	27.37	1.33*	5.11
Hispanic or Latino	340	130	35.02	40.66	-1.45	-3.98	36.47	34.86	-1.61	-4.42
Asian	30	10	1.98	2.73	-0.19	-8.83	2.17	2.07	-0.10	-4.56
All other race/ethnicities including more than one race	60	20	4.12	5.35	-0.32	-7.14	4.44	4.72	0.28	6.26
Gender										
Male	240	90	20.77	29.21	-2.17	-9.47	22.94	22.85	-0.08	-0.37
Female	840	280	79.23	70.79	2.17	2.82	77.06	77.15	0.08	0.11
Marital status at base year										
Single, divorced, or widowed	820	270	78.98	72.36	1.70	2.20	77.27	78.29	1.02	1.31
Married	190	70	14.33	20.06	-1.47	-9.32	15.81	15.18	-0.63	-3.98
Separated	60	30	6.69	7.58	-0.23	-3.32	6.92	6.53	-0.39	-5.57
Citizen status at base year										
US citizen	980	340	91.74	92.56	-0.21	-0.23	91.95	91.98	0.03	0.03
Resident alien	90	30	8.18	7.17	0.26	3.29	7.92	7.93	0.02	0.19
Foreign or international student	10	#	0.08	0.27	-0.05	-38.31	0.13	0.08	-0.05	-35.18

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-10. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, for-profit, 2 years or more institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	30	10	2.48	0.82	0.37	17.33	2.11	2.93	0.82	39.04
Mideast DE-DC, MD, NJ, NY, PA	100	40	12.63	19.46	-1.51	-10.66	14.14	13.15	-0.99	-7.00
Great Lakes-IL, IN, MI, OH, WI	120	30	14.97	13.47	0.33	2.25	14.64	14.37	-0.27	-1.84
Plains-IA, KS, MN, MO, NE, ND, SD	20	#	1.60	0.28	0.29	22.19	1.31	1.55	0.24	18.49
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	280	80	34.63	39.37	-1.05	-2.94	35.67	35.15	-0.53	-1.48
Southwest-AZ, NM, OK, TX	90	30	8.89	9.28	-0.09	-0.95	8.98	8.62	-0.36	-3.96
Rocky Mountains-CO, ID, MT, UT, WY	100	20	6.82	5.36	0.32	4.97	6.50	6.44	-0.06	-0.98
Far West-AK, CA, HI, NV, OR, WA	170	40	16.88	11.96	1.09	6.88	15.80	16.87	1.08	6.82
Other Jurisdictions-PR	10	†	1.10	†	0.24	28.32	0.86	0.92	0.06	7.23
CPS record available at base year										
Yes	840	220	93.04	93.32	-0.06	-0.07	93.10	93.32	0.22	0.23
No	70	20	6.96	6.68	0.06	0.90	6.90	6.68	-0.22	-3.13
Applied for federal aid										
Yes	860	230	95.39	95.60	-0.05	-0.05	95.44	95.45	0.02	0.02
No	50	10	4.61	4.40	0.05	1.02	4.56	4.55	-0.02	-0.35
Pell Grant status										
Received	550	150	68.21	71.67	-0.77	-1.11	68.97	68.15	-0.82	-1.20
Did not receive	350	90	31.79	28.33	0.77	2.47	31.03	31.85	0.82	2.66
Total Pell Grant amount received										
\$0	350	90	31.79	28.33	0.77	2.47	31.03	31.85	0.82	2.66
Up to \$2,000	190	60	22.55	25.41	-0.63	-2.72	23.18	23.37	0.19	0.83
\$2,001–\$3,700	190	50	24.64	28.07	-0.76	-2.98	25.40	23.06	-2.34	-9.20
\$3,701 or more	170	40	21.01	18.20	0.62	3.05	20.39	21.71	1.32	6.48
Stafford Loan status										
Received	720	200	83.79	85.48	-0.37	-0.44	84.16	84.36	0.20	0.24
Did not receive	180	50	16.21	14.52	0.37	2.36	15.84	15.64	-0.20	-1.26
Total Stafford Loan amount received										
\$0	180	50	16.21	14.52	0.37	2.36	15.84	15.64	-0.20	-1.26
Up to \$2,624	100	30	13.13	10.18	0.65	5.21	12.47	13.57	1.10	8.80
\$2,625	80	20	9.70	11.38	-0.37	-3.69	10.07	8.75	-1.31	-13.06
\$2,626 or more	530	150	60.97	63.92	-0.65	-1.06	61.62	62.04	0.42	0.68

See notes at end of table.

Table M-10. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, for-profit, 2 years or more institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	630	180	69.29	63.90	1.19	1.75	68.10	71.04	2.94*	4.31
1,822–6,690	220	60	24.03	31.75	-1.70	-6.62	25.74	22.61	-3.12*	-12.14
6,691–16,522	20	#	2.54	0.80	0.38	17.80	2.15	2.59	0.44	20.30
16,523 or more	10	#	1.96	1.92	0.01	0.42	1.95	1.66	-0.30	-15.20
Unknown	20	#	2.18	1.63	0.12	5.91	2.05	2.10	0.05	2.27
Age at base year										
15 to 18	240	50	26.04	21.48	1.01	4.02	25.03	24.89	-0.14	-0.55
19	160	30	17.71	11.07	1.47	9.02	16.25	17.66	1.41	8.68
20 to 23	190	70	21.05	27.69	-1.47	-6.51	22.52	20.68	-1.84	-8.15
24 to 29	150	50	16.41	18.77	-0.52	-3.07	16.93	17.84	0.91	5.38
30+	170	40	18.79	20.98	-0.49	-2.52	19.27	18.92	-0.35	-1.81
High school graduation year										
Before 1998	270	80	29.02	34.37	-1.18	-3.91	30.20	29.38	-0.82	-2.72
1998–2002	220	90	25.65	34.18	-1.88	-6.84	27.53	25.99	-1.54	-5.60
2003–04	390	80	42.98	30.90	2.67	6.61	40.32	41.88	1.56	3.87
Did not complete high school	20	#	2.34	0.54	0.40	20.43	1.95	2.75	0.80	41.28
Dependency status at base year										
Dependent	450	110	48.22	40.88	1.62	3.48	46.60	47.26	0.66	1.41
Independent	450	140	51.78	59.12	-1.62	-3.03	53.40	52.74	-0.66	-1.23
Income level at base year										
Dependent										
Less than \$10,000	30	10	3.81	2.93	0.20	5.40	3.62	4.08	0.46	12.72
\$10,000–\$19,999	70	10	7.75	6.95	0.18	2.33	7.57	8.14	0.57	7.50
\$20,000–\$29,999	80	20	9.89	7.06	0.62	6.73	9.27	9.26	-0.01	-0.06
\$30,000–\$39,999	50	10	5.58	5.36	0.05	0.88	5.53	5.36	-0.17	-3.08
\$40,000–\$49,999	50	10	5.61	4.12	0.33	6.23	5.28	5.42	0.14	2.69
\$50,000–\$59,999	40	10	4.95	2.65	0.51	11.40	4.44	4.94	0.50	11.25
\$60,000–\$69,999	30	10	2.74	2.54	0.05	1.67	2.70	2.62	-0.08	-3.08
\$70,000–\$79,999	30	10	2.53	2.99	-0.10	-3.86	2.64	2.36	-0.28	-10.59
\$80,000–\$99,999	30	10	2.59	1.83	0.17	6.99	2.42	2.39	-0.04	-1.47
\$100,000 or more	40	10	2.76	4.45	-0.37	-11.87	3.13	2.70	-0.44	-13.95

See notes at end of table.

Table M-10. Student nonresponse bias before and after weight adjustment for BPS:04/09 study nonresponse, by select variables for students in private, for-profit, 2 years or more institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted study respondents	Unweighted study non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	90	30	10.27	11.89	-0.36	-3.35	10.63	10.36	-0.27	-2.56
\$10,000–\$19,999	170	50	20.48	26.80	-1.40	-6.38	21.87	20.34	-1.53	-7.01
\$20,000–\$29,999	90	20	10.50	8.95	0.34	3.37	10.16	11.57	1.41	13.87
\$30,000–\$49,999	60	20	5.71	7.08	-0.30	-5.03	6.01	5.59	-0.42	-7.01
\$50,000 or more	50	10	4.82	4.40	0.09	1.94	4.72	4.88	0.16	3.38
Race/ethnicity										
White	450	130	49.76	52.20	-0.54	-1.07	50.30	49.08	-1.22	-2.42
Black or African American	200	50	22.71	20.15	0.56	2.55	22.14	22.96	0.81	3.68
Hispanic or Latino	170	50	18.83	15.93	0.64	3.53	18.19	18.66	0.47	2.56
Asian	30	#	2.11	0.47	0.36	20.68	1.75	2.17	0.42	24.13
All other race/ethnicities including more than one race	60	20	6.59	11.25	-1.03	-13.50	7.62	7.13	-0.48	-6.35
Gender										
Male	410	140	42.54	56.10	-2.99*	-6.57	45.53	43.40	-2.13	-4.69
Female	500	110	57.46	43.90	2.99*	5.50	54.47	56.60	2.13	3.92
Marital status at base year										
Single, divorced, or widowed	740	190	82.16	73.14	1.99	2.48	80.16	81.63	1.46	1.83
Married	140	40	14.01	21.51	-1.66	-10.58	15.66	13.84	-1.82	-11.64
Separated	30	10	3.84	5.35	-0.33	-7.99	4.17	4.53	0.36	8.58
Citizen status at base year										
US citizen	850	230	93.28	91.33	0.43	0.46	92.85	93.58	0.73	0.79
Resident alien	50	20	6.65	8.67	-0.45	-6.29	7.09	6.31	-0.78	-10.96
Foreign or international student	#	†	0.07	†	0.02	28.32	0.06	0.11	0.05	81.85

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-11. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for all students: 2009

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Institution type										
Public										
Less-than-2-year	420	120	1.26	1.48	-0.04	-3.26	1.30	1.43	0.13*	9.94
2-year	5,010	1,300	42.09	47.74	-1.12*	-2.59	43.21	42.73	-0.48*	-1.11
4-year non-doctorate-granting	1,430	260	10.34	8.79	0.31	3.07	10.03	9.80	-0.24	-2.36
4-year doctorate-granting	2,720	360	18.08	10.68	1.47*	8.83	16.61	16.64	0.03	0.19
Private nonprofit										
Less-than-4-year	400	130	1.13	1.15	#	-0.31	1.13	1.19	0.05	4.51
4-year non-doctorate-granting	1,990	290	9.55	7.24	0.46*	5.04	9.09	9.02	-0.08	-0.84
4-year doctorate-granting	1,340	180	5.44	3.36	0.41*	8.22	5.03	4.98	-0.05	-0.90
Private for-profit										
Less-than-2-year	1,030	420	5.40	9.10	-0.73*	-11.96	6.14	6.50	0.36*	5.82
2 years or more	830	320	6.71	10.46	-0.74*	-9.99	7.45	7.72	0.27*	3.59
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	1,000	200	5.12	5.50	-0.07	-1.44	5.20	5.07	-0.13	-2.52
Mideast DE-DC, MD, NJ, NY, PA	2,230	530	12.90	13.53	-0.12	-0.96	13.02	13.00	-0.02	-0.19
Great Lakes-IL, IN, MI, OH, WI	2,590	570	18.92	18.23	0.14	0.73	18.78	18.86	0.08	0.42
Plains-IA, KS, MN, MO, NE, ND, SD	1,640	260	7.58	5.39	0.43*	6.07	7.15	7.36	0.21*	3.00
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	3,480	790	22.76	22.02	0.15	0.66	22.62	22.90	0.28	1.24
Southwest-AZ, NM, OK, TX	1,570	430	12.08	14.55	-0.49*	-3.91	12.57	12.33	-0.24	-1.90
Rocky Mountains-CO, ID, MT, UT, WY	550	90	4.03	3.00	0.20*	5.30	3.82	3.94	0.11	2.99
Far West-AK, CA, HI, NV, OR, WA	1,860	480	15.29	17.06	-0.35	-2.25	15.64	15.25	-0.39*	-2.49
Other Jurisdictions-PR	240	30	1.33	0.72	0.12*	9.92	1.21	1.30	0.10*	7.88
CPS record available at base year										
Yes	11,220	2,480	68.48	67.53	0.19	0.28	68.29	68.65	0.36	0.52
No	3,940	900	31.52	32.47	-0.19	-0.60	31.71	31.35	-0.36	-1.13
Applied for federal aid										
Yes	11,820	2,640	72.57	72.53	0.01	0.01	72.57	72.82	0.25	0.35
No	3,350	740	27.43	27.47	-0.01	-0.03	27.43	27.18	-0.25	-0.92
Pell Grant status										
Received	5,500	1,550	34.25	41.63	-1.46*	-4.10	35.71	35.87	0.15	0.43
Did not receive	9,670	1,830	65.75	58.37	1.46*	2.28	64.29	64.13	-0.15	-0.24

See notes at end of table.

Table M-11. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Total Pell Grant amount received										
\$0	9,670	1,830	65.75	58.37	1.46*	2.28	64.29	64.13	-0.15	-0.24
Up to \$2,000	1,820	510	12.59	15.14	-0.51*	-3.86	13.09	13.18	0.08	0.65
\$2,001–\$3,700	1,880	560	11.70	15.48	-0.75*	-6.04	12.45	12.33	-0.11	-0.91
\$3,701 or more	1,800	480	9.96	11.01	-0.21	-2.04	10.17	10.35	0.18	1.79
Stafford Loan status										
Received	6,100	1,420	34.55	35.51	-0.19	-0.55	34.74	35.20	0.46*	1.31
Did not receive	9,060	1,950	65.45	64.49	0.19	0.29	65.26	64.80	-0.46*	-0.70
Total Stafford Loan amount received										
\$0	9,060	1,950	65.45	64.49	0.19	0.29	65.26	64.80	-0.46*	-0.70
Up to \$2,624	1,040	250	6.64	6.34	0.06	0.89	6.58	6.94	0.36*	5.48
\$2,625	3,260	510	17.28	12.26	1.00*	6.12	16.29	16.29	#	0.01
\$2,626 or more	1,800	660	10.63	16.91	-1.25*	-10.49	11.87	11.97	0.09	0.79
Institution undergraduate enrollment										
0–1,821	3,540	1,030	18.56	23.15	-0.91*	-4.67	19.47	20.36	0.88*	4.54
1,822–6,690	3,840	790	23.48	21.70	0.35	1.53	23.13	23.17	0.04	0.18
6,691–16,522	3,810	780	27.59	26.94	0.13	0.47	27.46	26.98	-0.48	-1.76
16,523 or more	3,890	740	29.95	27.58	0.47	1.60	29.48	29.04	-0.45	-1.52
Unknown	90	30	0.41	0.63	-0.04	-9.52	0.46	0.46	#	1.00
Age at base year										
15 to 18	7,180	1,220	45.02	35.36	1.92*	4.45	43.10	42.76	-0.35	-0.81
19	3,870	790	24.17	21.77	0.48*	2.01	23.70	23.38	-0.32	-1.34
20 to 23	1,610	530	11.71	16.69	-0.99*	-7.77	12.70	12.56	-0.14	-1.08
24 to 29	980	360	6.98	10.98	-0.79*	-10.21	7.77	8.03	0.26*	3.29
30+	1,530	480	12.12	15.21	-0.61*	-4.82	12.73	13.28	0.55*	4.30
High school graduation year										
Before 1998	2,160	710	16.59	22.96	-1.26*	-7.08	17.85	18.25	0.39	2.21
1998–2002	2,160	690	16.37	21.30	-0.98*	-5.63	17.35	17.47	0.12	0.69
2003–04	10,720	1,920	66.00	54.34	2.31*	3.63	63.69	63.05	-0.64*	-1.01
Did not complete high school	120	50	1.04	1.40	-0.07	-6.56	1.11	1.24	0.13	11.62
Dependency status at base year										
Dependent	11,620	2,200	73.43	63.75	1.92*	2.69	71.51	70.76	-0.75*	-1.05
Independent	3,540	1,180	26.57	36.25	-1.92*	-6.74	28.49	29.24	0.75*	2.63

See notes at end of table.

Table M-11. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Income level at base year										
Dependent										
Less than \$10,000	620	180	3.85	5.55	-0.34*	-8.07	4.18	4.02	-0.17	-4.02
\$10,000–\$19,999	940	220	6.00	5.82	0.04	0.61	5.97	6.06	0.09	1.50
\$20,000–\$29,999	1,160	290	7.20	7.96	-0.15	-2.07	7.35	7.04	-0.30*	-4.13
\$30,000–\$39,999	1,170	250	7.77	7.40	0.07	0.97	7.70	7.65	-0.05	-0.65
\$40,000–\$49,999	1,040	210	6.66	6.13	0.10	1.60	6.55	6.52	-0.03	-0.46
\$50,000–\$59,999	970	190	6.01	6.03	#	-0.04	6.02	5.89	-0.12	-2.07
\$60,000–\$69,999	1,090	180	7.29	5.61	0.33	4.78	6.95	6.86	-0.09	-1.34
\$70,000–\$79,999	840	130	5.66	3.56	0.42*	7.95	5.25	5.28	0.03	0.59
\$80,000–\$99,999	1,410	210	8.43	5.38	0.61*	7.73	7.83	7.85	0.02	0.31
\$100,000 or more	2,390	350	14.56	10.31	0.84*	6.14	13.72	13.59	-0.13	-0.91
Independent										
Less than \$10,000	650	240	4.51	6.20	-0.34*	-6.95	4.84	4.94	0.09	1.95
\$10,000–\$19,999	1,270	450	8.68	13.12	-0.88*	-9.21	9.56	9.78	0.22	2.32
\$20,000–\$29,999	600	190	4.23	6.13	-0.38*	-8.19	4.61	4.73	0.12	2.57
\$30,000–\$49,999	550	180	4.69	5.80	-0.22	-4.51	4.91	5.00	0.09	1.86
\$50,000 or more	470	130	4.47	5.00	-0.11	-2.30	4.57	4.80	0.22*	4.92
Race/ethnicity										
White	9,860	1,850	63.31	54.22	1.80*	2.93	61.51	62.15	0.65*	1.05
Black or African American	1,960	570	13.16	16.37	-0.64*	-4.62	13.80	13.56	-0.23	-1.69
Hispanic or Latino	1,890	590	14.06	18.38	-0.86*	-5.74	14.92	14.76	-0.16	-1.05
Asian	670	170	4.58	5.19	-0.12	-2.55	4.70	4.47	-0.23*	-4.93
All other race/ethnicities including more than one race	770	200	4.88	5.84	-0.19	-3.77	5.07	5.05	-0.02	-0.46
Gender										
Male	6,180	1,520	41.25	47.84	-1.31*	-3.07	42.56	41.78	-0.78*	-1.84
Female	8,990	1,860	58.75	52.16	1.31*	2.28	57.44	58.22	0.78*	1.36
Marital status at base year										
Single, divorced, or widowed	13,630	2,880	88.21	84.34	0.77*	0.88	87.44	87.17	-0.27	-0.31
Married	1,320	410	10.36	13.55	-0.63*	-5.75	11.00	11.16	0.17	1.53
Separated	220	90	1.43	2.10	-0.13	-8.56	1.56	1.67	0.11	6.81

See notes at end of table.

Table M-11. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Citizen status at base year										
US citizen	14,420	3,100	94.48	90.99	0.69*	0.74	93.78	94.18	0.40*	0.43
Resident alien	620	190	4.75	6.35	-0.32*	-6.27	5.07	4.94	-0.13	-2.59
Foreign or international student	120	80	0.77	2.65	-0.37*	-32.60	1.15	0.88	-0.27*	-23.53

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-12. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, less-than-2-year institutions: 2009

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	†	†	†	†	†	†	†	†	†	†
Mideast DE-DC, MD, NJ, NY, PA	30	10	9.76	6.72	0.68	7.52	9.07	11.13	2.06	22.69
Great Lakes-IL, IN, MI, OH, WI	80	30	23.08	25.09	-0.45	-1.92	23.53	24.66	1.14	4.83
Plains-IA, KS, MN, MO, NE, ND, SD	30	#	11.63	4.21	1.67	16.73	9.97	11.03	1.06	10.68
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	190	50	27.74	26.67	0.24	0.88	27.50	26.94	-0.56	-2.04
Southwest-AZ, NM, OK, TX	40	10	10.95	11.94	-0.22	-1.99	11.17	10.67	-0.50	-4.52
Rocky Mountains-CO, ID, MT, UT, WY	#	#	0.51	0.89	-0.08	-14.27	0.60	0.49	-0.11	-18.33
Far West-AK, CA, HI, NV, OR, WA	50	30	16.01	24.49	-1.90	-10.63	17.92	14.82	-3.10*	-17.29
Other Jurisdictions-PR	#	†	0.32	†	0.07	28.96	0.25	0.26	0.01	5.48
CPS record available at base year										
Yes	350	100	75.94	62.79	2.95	4.05	72.98	77.09	4.10*	5.62
No	70	30	24.06	37.21	-2.95	-10.93	27.02	22.91	-4.10*	-15.18
Applied for federal aid										
Yes	350	100	78.40	63.44	3.36*	4.48	75.04	79.64	4.60*	6.13
No	60	30	21.60	36.56	-3.36*	-13.46	24.96	20.36	-4.60*	-18.44
Pell Grant status										
Received	250	80	53.82	55.53	-0.38	-0.71	54.21	53.97	-0.24	-0.44
Did not receive	170	50	46.18	44.47	0.38	0.84	45.79	46.03	0.24	0.52
Total Pell Grant amount received										
\$0	170	50	46.18	44.47	0.38	0.84	45.79	46.03	0.24	0.52
Up to \$2,000	100	40	26.61	31.02	-0.99	-3.59	27.60	26.43	-1.17	-4.24
\$2,001–\$3,700	90	30	19.15	18.70	0.10	0.53	19.05	20.15	1.10	5.77
\$3,701 or more	50	10	8.06	5.82	0.50	6.68	7.56	7.39	-0.17	-2.21
Stafford Loan status										
Received	70	20	16.27	17.54	-0.29	-1.73	16.56	17.80	1.24*	7.52
Did not receive	350	100	83.73	82.46	0.29	0.34	83.44	82.20	-1.24*	-1.49
Total Stafford Loan amount received										
\$0	350	100	83.73	82.46	0.29	0.34	83.44	82.20	-1.24*	-1.49
Up to \$2,624	10	0	1.67	5.47	-0.85	-33.75	2.53	2.44	-0.09	-3.60
\$2,625	10	#	2.51	1.91	0.13	5.60	2.37	2.51	0.13	5.60
\$2,626 or more	50	20	12.09	10.15	0.43	3.73	11.65	12.86	1.20	10.32

See notes at end of table.

Table M-12. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	350	100	79.23	69.98	2.08	2.69	77.15	80.61	3.45*	4.48
1,822–6,690	50	20	15.18	11.30	0.87	6.09	14.31	14.36	0.05	0.38
6,691–16,522	10	10	5.14	16.99	-2.66*	-34.08	7.80	4.68	-3.12*	-40.02
16,523 or more	#	†	0.40	†	0.09	28.96	0.31	0.31	#	-0.33
Unknown	#	#	0.05	1.73	-0.38	-88.80	0.42	0.04	-0.38	-90.32
Age at base year										
15 to 18	50	20	8.03	10.01	-0.45	-5.26	8.47	8.24	-0.24	-2.78
19	50	10	12.28	3.04	2.08*	20.34	10.21	10.94	0.73	7.15
20 to 23	60	20	11.55	13.01	-0.33	-2.77	11.88	11.20	-0.68	-5.69
24 to 29	80	30	20.67	26.04	-1.21	-5.51	21.88	21.72	-0.15	-0.69
30+	180	60	47.47	47.90	-0.10	-0.20	47.56	47.90	0.33	0.70
High school graduation year										
Before 1998	220	70	58.22	62.01	-0.85	-1.44	59.07	59.23	0.16	0.27
1998–2002	100	30	23.16	22.13	0.23	1.01	22.92	23.11	0.18	0.79
2003–04	90	20	17.08	15.70	0.31	1.85	16.77	16.27	-0.50	-2.97
Did not complete high school	#	#	1.55	0.16	0.31	25.15	1.24	1.40	0.16	12.80
Dependency status at base year										
Dependent	110	30	23.32	14.60	1.96	9.17	21.37	22.09	0.72	3.39
Independent	310	100	76.68	85.40	-1.96	-2.49	78.63	77.91	-0.72	-0.92
Income level at base year										
Dependent										
Less than \$10,000	10	10	2.33	1.21	0.25	12.02	2.08	2.07	-0.01	-0.35
\$10,000–\$19,999	20	#	5.55	2.17	0.76	15.82	4.79	4.96	0.17	3.51
\$20,000–\$29,999	20	#	2.37	2.51	-0.03	-1.28	2.40	2.18	-0.22	-9.10
\$30,000–\$39,999	20	10	4.32	3.12	0.27	6.65	4.05	4.54	0.49	12.15
\$40,000–\$49,999	10	#	0.54	1.10	-0.13	-19.10	0.66	0.51	-0.15	-22.99
\$50,000–\$59,999	10	#	2.82	1.20	0.36	14.78	2.46	3.04	0.58	23.53
\$60,000–\$69,999	10	#	0.82	0.52	0.07	9.13	0.75	0.79	0.04	5.09
\$70,000–\$79,999	10	#	3.44	0.34	0.70	25.40	2.74	2.98	0.24	8.70
\$80,000–\$99,999	#	#	0.18	2.43	-0.50	-73.36	0.69	0.20	-0.49	-71.38
\$100,000 or more	10	†	0.96	†	0.21	28.96	0.74	0.82	0.08	10.43

See notes at end of table.

Table M-12. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	30	20	5.38	24.26	-4.24*	-44.08	9.62	5.42	-4.20*	-43.68
\$10,000–\$19,999	120	40	23.27	25.92	-0.59	-2.49	23.87	24.88	1.02	4.26
\$20,000–\$29,999	60	20	17.22	21.14	-0.88	-4.86	18.10	17.46	-0.64	-3.54
\$30,000–\$49,999	60	10	17.07	8.96	1.82	11.94	15.25	16.27	1.02	6.72
\$50,000 or more	40	10	13.74	5.13	1.93	16.39	11.81	13.88	2.08*	17.58
Race/ethnicity										
White	310	80	68.88	57.07	2.65	4.00	66.22	69.00	2.77	4.19
Black or African American	40	10	9.46	5.93	0.79	9.13	8.67	10.36	1.69	19.53
Hispanic or Latino	30	10	15.86	14.97	0.20	1.27	15.66	14.70	-0.96	-6.15
Asian	10	#	1.49	9.34	-1.76*	-54.26	3.25	1.37	-1.88*	-57.90
All other race/ethnicities including more than one race	20	20	4.32	12.69	-1.88	-30.32	6.20	4.58	-1.62	-26.15
Gender										
Male	160	50	41.55	40.50	0.24	0.57	41.32	42.53	1.22	2.94
Female	260	80	58.45	59.50	-0.24	-0.40	58.68	57.47	-1.22	-2.07
Marital status at base year										
Single, divorced, or widowed	260	70	58.01	54.09	0.88	1.54	57.13	57.75	0.62	1.09
Married	150	50	39.04	42.15	-0.70	-1.76	39.74	39.22	-0.52	-1.30
Separated	20	10	2.95	3.76	-0.18	-5.77	3.13	3.03	-0.11	-3.37
Citizen status at base year										
US citizen	400	120	93.11	92.06	0.24	0.25	92.87	93.01	0.14	0.15
Resident alien	20	10	6.60	7.94	-0.30	-4.35	6.90	6.73	-0.17	-2.51
Foreign or international student	#	†	0.29	†	0.07	28.96	0.22	0.26	0.04	16.25

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-13. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, 2-year institutions: 2009

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	170	50	2.43	3.33	-0.20	-7.52	2.63	2.54	-0.09	-3.29
Mideast DE-DC, MD, NJ, NY, PA	630	170	10.54	9.99	0.12	1.16	10.42	10.64	0.22	2.09
Great Lakes-IL, IN, MI, OH, WI	920	220	20.43	17.78	0.58	2.93	19.85	20.43	0.59	2.96
Plains-IA, KS, MN, MO, NE, ND, SD	600	130	7.88	5.74	0.47*	6.32	7.41	7.80	0.39*	5.24
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	1,240	330	21.54	22.23	-0.15	-0.70	21.69	21.68	-0.01	-0.05
Southwest-AZ, NM, OK, TX	730	200	15.40	16.52	-0.25	-1.57	15.65	15.26	-0.38	-2.45
Rocky Mountains-CO, ID, MT, UT, WY	90	20	1.06	0.59	0.10	10.79	0.96	1.07	0.11	11.40
Far West-AK, CA, HI, NV, OR, WA	640	190	20.70	23.82	-0.68	-3.19	21.38	20.56	-0.82*	-3.84
Other Jurisdictions-PR	#	#	0.02	0.01	#	13.04	0.02	0.02	#	0.35
CPS record available at base year										
Yes	3,100	790	53.95	53.09	0.19	0.35	53.76	53.64	-0.12	-0.23
No	1,910	510	46.05	46.91	-0.19	-0.40	46.24	46.36	0.12	0.26
Applied for federal aid										
Yes	3,400	880	59.78	60.17	-0.09	-0.14	59.87	59.63	-0.24	-0.40
No	1,620	420	40.22	39.83	0.09	0.21	40.13	40.37	0.24	0.60
Pell Grant status										
Received	1,780	490	28.17	28.29	-0.03	-0.09	28.20	28.23	0.03	0.10
Did not receive	3,230	810	71.83	71.71	0.03	0.04	71.80	71.77	-0.03	-0.04
Total Pell Grant amount received										
\$0	3,230	810	71.83	71.71	0.03	0.04	71.80	71.77	-0.03	-0.04
Up to \$2,000	670	190	13.45	13.63	-0.04	-0.28	13.49	13.62	0.13	0.99
\$2,001-\$3,700	660	190	9.73	10.21	-0.11	-1.08	9.84	9.84	#	0.02
\$3,701 or more	450	110	4.99	4.45	0.12	2.41	4.87	4.76	-0.11	-2.23
Stafford Loan status										
Received	860	240	10.84	10.27	0.12	1.16	10.71	10.91	0.20	1.84
Did not receive	4,150	1,060	89.16	89.73	-0.12	-0.14	89.29	89.09	-0.20	-0.22
Total Stafford Loan amount received										
\$0	4,150	1,060	89.16	89.73	-0.12	-0.14	89.29	89.09	-0.20	-0.22
Up to \$2,624	320	90	4.96	4.83	0.03	0.59	4.93	5.12	0.19	3.82
\$2,625	380	90	4.52	3.78	0.16	3.73	4.36	4.35	-0.01	-0.30
\$2,626 or more	160	60	1.35	1.66	-0.07	-4.76	1.42	1.44	0.02	1.50

See notes at end of table.

Table M-13. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, 2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	230	50	5.00	4.03	0.21	4.44	4.79	4.92	0.13	2.80
1,822–6,690	1,260	310	24.28	20.69	0.79*	3.34	23.49	24.38	0.89	3.80
6,691–16,522	1,920	480	34.76	35.08	-0.07	-0.20	34.83	34.90	0.07	0.20
16,523 or more	1,570	450	35.64	39.70	-0.89	-2.43	36.53	35.49	-1.04*	-2.85
Unknown	30	10	0.33	0.51	-0.04	-10.64	0.37	0.31	-0.05	-14.83
Age at base year										
15 to 18	1,880	420	35.60	31.49	0.90*	2.59	34.70	34.03	-0.67	-1.94
19	1,210	310	22.18	21.44	0.16	0.74	22.02	21.59	-0.43	-1.95
20 to 23	770	230	15.28	18.14	-0.63*	-3.94	15.91	15.82	-0.09	-0.57
24 to 29	430	130	8.64	10.82	-0.48	-5.26	9.12	9.39	0.27	2.95
30+	730	200	18.30	18.10	0.04	0.24	18.26	19.18	0.92*	5.06
High school graduation year										
Before 1998	1,010	290	23.93	26.61	-0.59	-2.39	24.52	25.18	0.66	2.68
1998–2002	1,040	300	21.76	22.37	-0.13	-0.61	21.90	22.39	0.50	2.27
2003–04	2,920	690	53.09	49.35	0.82	1.57	52.27	51.08	-1.18*	-2.26
Did not complete high school	50	10	1.22	1.67	-0.10	-7.62	1.32	1.35	0.03	2.13
Dependency status at base year										
Dependent	3,410	840	63.93	61.87	0.45	0.71	63.48	62.19	-1.29*	-2.03
Independent	1,600	460	36.07	38.13	-0.45	-1.24	36.52	37.81	1.29*	3.53
Income level at base year										
Dependent										
Less than \$10,000	250	70	4.08	6.05	-0.43	-9.57	4.51	4.05	-0.46*	-10.19
\$10,000–\$19,999	340	90	5.88	4.97	0.20	3.52	5.68	5.77	0.09	1.55
\$20,000–\$29,999	400	110	6.76	7.03	-0.06	-0.88	6.82	6.56	-0.26	-3.83
\$30,000–\$39,999	420	90	7.80	6.32	0.33	4.36	7.48	7.65	0.18	2.35
\$40,000–\$49,999	360	100	6.29	6.83	-0.12	-1.84	6.41	6.14	-0.27	-4.20
\$50,000–\$59,999	320	90	5.74	7.32	-0.35	-5.68	6.09	5.65	-0.44	-7.21
\$60,000–\$69,999	350	70	7.15	6.11	0.23	3.30	6.92	6.89	-0.03	-0.43
\$70,000–\$79,999	240	50	5.38	3.38	0.44	8.86	4.94	5.09	0.14	2.87
\$80,000–\$99,999	330	70	6.21	4.42	0.39*	6.74	5.82	5.92	0.10	1.80
\$100,000 or more	410	120	8.63	9.44	-0.18	-2.00	8.81	8.47	-0.34	-3.86

See notes at end of table.

Table M-13. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, 2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	260	80	5.16	4.79	0.08	1.60	5.08	5.45	0.37	7.34
\$10,000–\$19,999	530	160	10.04	11.40	-0.30	-2.88	10.34	10.70	0.36	3.52
\$20,000–\$29,999	260	80	5.27	7.29	-0.44	-7.73	5.72	5.45	-0.27	-4.68
\$30,000–\$49,999	300	80	7.76	7.05	0.15	2.03	7.60	8.09	0.48*	6.34
\$50,000 or more	270	70	7.84	7.61	0.05	0.66	7.79	8.13	0.34	4.34
Race/ethnicity										
White	3,190	730	62.05	55.37	1.46*	2.42	60.58	61.57	0.99	1.63
Black or African American	760	220	13.78	15.50	-0.38	-2.65	14.16	13.69	-0.47	-3.31
Hispanic or Latino	640	210	15.06	17.93	-0.63	-4.01	15.69	15.56	-0.13	-0.81
Asian	180	60	4.32	5.12	-0.18	-3.92	4.50	4.23	-0.27	-5.93
All other race/ethnicities including more than one race	250	80	4.79	6.08	-0.28	-5.59	5.07	4.94	-0.13	-2.48
Gender										
Male	2,100	630	42.04	49.45	-1.62*	-3.72	43.66	42.76	-0.91*	-2.08
Female	2,920	670	57.96	50.55	1.62*	2.88	56.34	57.24	0.91*	1.61
Marital status at base year										
Single, divorced, or widowed	4,270	1,090	82.60	81.94	0.15	0.18	82.45	82.00	-0.46	-0.55
Married	660	180	16.17	16.44	-0.06	-0.37	16.23	16.62	0.39	2.43
Separated	80	30	1.24	1.62	-0.08	-6.43	1.32	1.38	0.06	4.65
Citizen status at base year										
US citizen	4,730	1,200	93.51	90.92	0.57	0.61	92.94	93.23	0.29	0.31
Resident alien	250	70	5.77	6.68	-0.20	-3.36	5.97	5.93	-0.04	-0.66
Foreign or international student	30	30	0.73	2.40	-0.37*	-33.56	1.09	0.84	-0.25*	-22.94

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-14. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, 4-year, non-doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	100	20	4.69	5.63	-0.16	-3.35	4.86	4.96	0.10	2.08
Mideast DE-DC, MD, NJ, NY, PA	330	60	22.51	22.19	0.05	0.24	22.45	22.33	-0.12	-0.54
Great Lakes-IL, IN, MI, OH, WI	180	40	14.32	16.24	-0.33	-2.27	14.66	14.57	-0.09	-0.62
Plains-IA, KS, MN, MO, NE, ND, SD	170	10	6.45	2.19	0.74*	12.96	5.71	6.29	0.59*	10.27
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	300	60	20.17	19.02	0.20	0.99	19.97	20.09	0.12	0.61
Southwest-AZ, NM, OK, TX	70	30	6.57	13.52	-1.21	-15.51	7.78	6.64	-1.14	-14.69
Rocky Mountains-CO, ID, MT, UT, WY	100	20	11.70	13.35	-0.29	-2.40	11.99	11.99	#	#
Far West-AK, CA, HI, NV, OR, WA	130	20	11.73	7.13	0.80	7.32	10.93	11.38	0.45	4.07
Other Jurisdictions-PR	50	#	1.86	0.72	0.20	11.86	1.66	1.76	0.10	6.01
CPS record available at base year										
Yes	1,080	190	72.78	72.38	0.07	0.09	72.71	72.70	-0.01	-0.01
No	350	70	27.22	27.62	-0.07	-0.25	27.29	27.30	0.01	0.03
Applied for federal aid										
Yes	1,140	200	77.36	76.37	0.17	0.22	77.19	77.49	0.30	0.39
No	290	60	22.64	23.63	-0.17	-0.75	22.81	22.51	-0.30	-1.32
Pell Grant status										
Received	460	110	31.53	43.01	-1.99*	-5.95	33.53	32.57	-0.96	-2.86
Did not receive	960	150	68.47	56.99	1.99*	3.00	66.47	67.43	0.96	1.44
Total Pell Grant amount received										
\$0	960	150	68.47	56.99	1.99*	3.00	66.47	67.43	0.96	1.44
Up to \$2,000	140	30	10.23	11.64	-0.24	-2.33	10.48	10.88	0.41	3.87
\$2,001-\$3,700	130	50	9.11	18.12	-1.56*	-14.65	10.68	9.52	-1.16*	-10.86
\$3,701 or more	190	30	12.19	13.26	-0.19	-1.51	12.37	12.17	-0.21	-1.66
Stafford Loan status										
Received	630	110	41.82	39.78	0.35	0.86	41.46	41.86	0.40	0.96
Did not receive	800	150	58.18	60.22	-0.35	-0.61	58.54	58.14	-0.40	-0.68
Total Stafford Loan amount received										
\$0	800	150	58.18	60.22	-0.35	-0.61	58.54	58.14	-0.40	-0.68
Up to \$2,624	110	10	7.62	5.57	0.36	4.92	7.26	7.70	0.44	6.05
\$2,625	430	70	26.88	23.71	0.55	2.09	26.33	26.55	0.22	0.84
\$2,626 or more	90	30	7.32	10.50	-0.55	-7.03	7.87	7.61	-0.26	-3.32

See notes at end of table.

Table M-14. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	70	20	4.86	6.19	-0.23	-4.53	5.10	5.04	-0.06	-1.10
1,822–6,690	600	110	31.10	33.31	-0.38	-1.22	31.48	31.53	0.05	0.16
6,691–16,522	540	100	46.14	44.55	0.28	0.60	45.86	45.44	-0.42	-0.92
16,523 or more	220	40	17.90	15.95	0.34	1.93	17.56	17.99	0.43	2.44
Unknown	†	†	†	†	†	†	†	†	†	†
Age at base year										
15 to 18	860	130	57.41	49.91	1.30	2.32	56.11	56.53	0.42	0.76
19	390	70	27.75	25.17	0.45	1.64	27.30	27.65	0.34	1.26
20 to 23	90	20	7.19	11.32	-0.72	-9.08	7.91	7.58	-0.32	-4.11
24 to 29	40	20	3.12	7.19	-0.71	-18.44	3.83	3.32	-0.51	-13.29
30+	60	10	4.52	6.41	-0.33	-6.75	4.85	4.92	0.07	1.37
High school graduation year										
Before 1998	90	30	7.30	11.02	-0.65	-8.12	7.95	7.88	-0.06	-0.81
1998–2002	130	40	10.61	17.78	-1.25	-10.51	11.86	11.29	-0.57	-4.82
2003–04	1,210	200	81.89	71.20	1.86*	2.32	80.03	80.58	0.54	0.68
Did not complete high school	#	†	0.19	†	0.03	21.03	0.16	0.25	0.10	60.38
Dependency status at base year										
Dependent	1,290	210	88.97	77.28	2.03*	2.34	86.94	88.15	1.22	1.40
Independent	140	50	11.03	22.72	-2.03*	-15.55	13.06	11.85	-1.22	-9.31
Income level at base year										
Dependent										
Less than \$10,000	50	10	3.60	3.64	-0.01	-0.16	3.61	3.71	0.10	2.78
\$10,000–\$19,999	110	20	6.95	6.70	0.04	0.62	6.91	6.90	#	-0.04
\$20,000–\$29,999	130	30	8.62	10.73	-0.37	-4.07	8.99	8.54	-0.45	-4.97
\$30,000–\$39,999	120	30	8.67	12.78	-0.71	-7.61	9.39	9.25	-0.13	-1.44
\$40,000–\$49,999	120	20	7.85	6.45	0.24	3.21	7.61	8.40	0.79	10.35
\$50,000–\$59,999	130	20	8.81	8.18	0.11	1.25	8.70	8.73	0.04	0.42
\$60,000–\$69,999	130	20	9.45	7.08	0.41	4.57	9.04	9.08	0.04	0.42
\$70,000–\$79,999	110	20	7.57	5.33	0.39	5.41	7.18	7.13	-0.05	-0.70
\$80,000–\$99,999	180	20	12.09	5.41	1.16*	10.63	10.93	11.75	0.82*	7.52
\$100,000 or more	210	30	15.34	10.99	0.76	5.19	14.59	14.65	0.06	0.44

See notes at end of table.

Table M-14. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	30	10	2.55	5.39	-0.49	-16.18	3.05	2.74	-0.31	-10.02
\$10,000–\$19,999	40	20	2.97	7.79	-0.84*	-21.99	3.81	3.17	-0.64	-16.90
\$20,000–\$29,999	20	10	1.78	4.05	-0.39	-18.07	2.18	1.96	-0.22	-10.13
\$30,000–\$49,999	20	10	1.66	3.27	-0.28	-14.40	1.94	1.72	-0.22	-11.45
\$50,000 or more	20	10	2.06	2.22	-0.03	-1.33	2.09	2.27	0.18	8.43
Race/ethnicity										
White	1,020	170	73.52	66.32	1.25	1.73	72.27	73.43	1.16	1.60
Black or African American	140	30	7.84	10.83	-0.52	-6.23	8.36	7.82	-0.53	-6.38
Hispanic or Latino	150	30	9.48	10.58	-0.19	-1.97	9.67	9.62	-0.05	-0.53
Asian	60	10	5.06	6.05	-0.17	-3.30	5.23	5.03	-0.21	-3.96
All other race/ethnicities including more than one race	60	20	4.10	6.22	-0.37	-8.21	4.47	4.10	-0.37	-8.21
Gender										
Male	580	120	41.46	44.58	-0.54	-1.29	42.00	42.22	0.22	0.52
Female	850	140	58.54	55.42	0.54	0.94	58.00	57.78	-0.22	-0.38
Marital status at base year										
Single, divorced, or widowed	1,380	250	95.63	94.95	0.12	0.12	95.51	95.25	-0.26	-0.27
Married	40	10	3.84	4.59	-0.13	-3.27	3.97	4.20	0.23	5.83
Separated	10	#	0.53	0.46	0.01	2.26	0.52	0.55	0.03	5.82
Citizen status at base year										
US citizen	1,380	230	96.00	88.29	1.34*	1.42	94.66	95.68	1.02	1.07
Resident alien	40	20	3.45	7.35	-0.68	-16.45	4.12	3.58	-0.55	-13.29
Foreign or international student	10	10	0.55	4.36	-0.66	-54.51	1.21	0.75	-0.47	-38.58

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-15. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, 4-year, doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	160	10	5.65	4.91	0.09	1.69	5.55	5.63	0.07	1.32
Mideast DE-DC, MD, NJ, NY, PA	210	30	6.05	9.06	-0.38	-5.98	6.43	6.08	-0.36	-5.52
Great Lakes-IL, IN, MI, OH, WI	600	100	22.72	26.13	-0.43	-1.88	23.16	22.67	-0.49	-2.11
Plains-IA, KS, MN, MO, NE, ND, SD	290	30	7.05	5.66	0.18	2.57	6.87	6.96	0.09	1.28
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	730	80	28.70	21.80	0.88*	3.17	27.82	28.61	0.79	2.82
Southwest-AZ, NM, OK, TX	270	50	11.29	15.87	-0.59	-4.93	11.87	11.43	-0.44	-3.69
Rocky Mountains-CO, ID, MT, UT, WY	150	20	7.36	8.71	-0.17	-2.28	7.53	7.59	0.05	0.71
Far West-AK, CA, HI, NV, OR, WA	290	30	10.32	7.65	0.34	3.42	9.98	10.19	0.21	2.13
Other Jurisdictions-PR	30	#	0.86	0.21	0.08	10.69	0.78	0.85	0.07	9.02
CPS record available at base year										
Yes	1,970	260	72.35	71.15	0.15	0.21	72.20	72.43	0.23	0.32
No	750	90	27.65	28.85	-0.15	-0.55	27.80	27.57	-0.23	-0.84
Applied for federal aid										
Yes	2,060	270	74.97	73.41	0.20	0.27	74.77	75.08	0.31	0.41
No	660	90	25.03	26.59	-0.20	-0.79	25.23	24.92	-0.31	-1.22
Pell Grant status										
Received	620	110	22.72	28.93	-0.79	-3.37	23.51	23.16	-0.35	-1.50
Did not receive	2,090	240	77.28	71.07	0.79	1.04	76.49	76.84	0.35	0.46
Total Pell Grant amount received										
\$0	2,090	240	77.28	71.07	0.79	1.04	76.49	76.84	0.35	0.46
Up to \$2,000	210	30	7.41	8.01	-0.08	-1.01	7.49	7.53	0.04	0.50
\$2,001-\$3,700	190	40	7.09	10.25	-0.40	-5.39	7.49	7.25	-0.24	-3.24
\$3,701 or more	230	40	8.22	10.67	-0.31	-3.67	8.53	8.38	-0.15	-1.72
Stafford Loan status										
Received	1,090	170	40.10	46.77	-0.85*	-2.08	40.95	40.44	-0.51	-1.25
Did not receive	1,620	180	59.90	53.23	0.85*	1.44	59.05	59.56	0.51	0.87
Total Stafford Loan amount received										
\$0	1,620	180	59.90	53.23	0.85*	1.44	59.05	59.56	0.51	0.87
Up to \$2,624	170	20	5.98	4.38	0.20	3.53	5.78	6.07	0.29	5.01
\$2,625	780	120	28.65	32.34	-0.47	-1.62	29.12	28.73	-0.39	-1.34
\$2,626 or more	140	40	5.47	10.05	-0.58*	-9.63	6.06	5.65	-0.41	-6.81

See notes at end of table.

Table M-15. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	10	#	0.18	0.23	-0.01	-3.59	0.19	0.19	0.01	3.20
1,822–6,690	110	10	5.00	4.84	0.02	0.42	4.98	4.97	-0.01	-0.17
6,691–16,522	750	120	29.62	36.80	-0.92*	-3.00	30.54	29.63	-0.91	-2.98
16,523 or more	1,850	220	65.20	58.13	0.90*	1.40	64.29	65.21	0.91	1.42
Unknown	†	†	†	†	†	†	†	†	†	†
Age at base year										
15 to 18	1,770	220	64.65	59.20	0.70	1.09	63.96	64.25	0.29	0.45
19	820	100	29.86	26.77	0.39	1.34	29.46	29.71	0.25	0.83
20 to 23	90	20	3.58	6.73	-0.40*	-10.10	3.98	4.03	0.05	1.19
24 to 29	20	10	1.16	3.34	-0.28	-19.29	1.44	1.25	-0.19	-13.28
30+	20	10	0.75	3.96	-0.41*	-35.18	1.16	0.77	-0.39*	-33.75
High school graduation year										
Before 1998	40	20	1.71	6.63	-0.63*	-26.81	2.34	1.78	-0.56*	-24.08
1998–2002	120	30	5.65	8.81	-0.40	-6.65	6.05	6.02	-0.03	-0.47
2003–04	2,560	310	92.64	84.56	1.03*	1.12	91.61	92.20	0.59	0.65
Did not complete high school	†	†	†	†	†	†	†	†	†	†
Dependency status at base year										
Dependent	2,610	330	95.78	89.22	0.84*	0.88	94.94	95.48	0.53	0.56
Independent	100	30	4.22	10.78	-0.84*	-16.57	5.06	4.52	-0.53	-10.49
Income level at base year										
Dependent										
Less than \$10,000	70	20	3.16	3.69	-0.07	-2.13	3.23	3.43	0.20	6.30
\$10,000–\$19,999	120	30	4.57	6.98	-0.31	-6.30	4.88	4.64	-0.24	-5.00
\$20,000–\$29,999	190	30	6.30	7.78	-0.19	-2.91	6.49	6.30	-0.19	-2.88
\$30,000–\$39,999	220	20	8.13	7.64	0.06	0.77	8.06	8.13	0.07	0.82
\$40,000–\$49,999	210	20	7.69	6.50	0.15	2.01	7.54	7.66	0.13	1.71
\$50,000–\$59,999	190	30	6.75	8.09	-0.17	-2.48	6.92	6.82	-0.10	-1.46
\$60,000–\$69,999	280	30	10.40	8.03	0.30	2.99	10.10	10.25	0.16	1.54
\$70,000–\$79,999	210	20	7.76	7.63	0.02	0.22	7.75	7.65	-0.10	-1.31
\$80,000–\$99,999	390	40	13.65	10.92	0.35	2.62	13.30	13.46	0.16	1.23
\$100,000 or more	740	80	27.38	21.94	0.69	2.60	26.69	27.13	0.45	1.67

See notes at end of table.

Table M-15. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in public, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	30	10	1.23	2.60	-0.18	-12.55	1.40	1.23	-0.17	-12.25
\$10,000–\$19,999	30	10	1.10	2.30	-0.15	-12.24	1.25	1.25	-0.01	-0.57
\$20,000–\$29,999	10	10	0.62	2.46	-0.24	-27.65	0.85	0.65	-0.20	-23.50
\$30,000–\$49,999	20	10	0.84	1.95	-0.14	-14.46	0.98	0.93	-0.05	-5.20
\$50,000 or more	10	#	0.44	1.47	-0.13	-23.07	0.57	0.47	-0.10	-17.64
Race/ethnicity										
White	1,930	220	69.05	61.21	1.00*	1.47	68.05	68.82	0.77	1.13
Black or African American	230	50	9.00	14.99	-0.76*	-7.82	9.77	9.14	-0.63*	-6.48
Hispanic or Latino	240	30	9.41	10.79	-0.18	-1.84	9.58	9.54	-0.05	-0.49
Asian	180	30	6.80	9.24	-0.31	-4.38	7.12	6.79	-0.33	-4.64
All other race/ethnicities including more than one race	140	20	5.73	3.77	0.25	4.56	5.48	5.72	0.24	4.40
Gender										
Male	1,230	190	44.37	55.36	-1.40*	-3.06	45.77	44.84	-0.93	-2.04
Female	1,490	170	55.63	44.64	1.40*	2.59	54.23	55.16	0.93	1.72
Marital status at base year										
Single, divorced, or widowed	2,680	350	98.44	96.11	0.30	0.30	98.15	98.30	0.15	0.15
Married	40	10	1.56	3.44	-0.24	-13.37	1.80	1.70	-0.09	-5.21
Separated	†	#	†	0.45	-0.06	-100.00	0.06	†	-0.06	-100.00
Citizen status at base year										
US citizen	2,620	340	96.30	93.79	0.32	0.33	95.98	96.20	0.22	0.23
Resident alien	80	10	3.05	2.73	0.04	1.35	3.01	3.14	0.13	4.45
Foreign or international student	20	10	0.65	3.48	-0.36*	-35.80	1.01	0.66	-0.35*	-34.97

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-16. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, for-profit, less-than-4-year institutions: 2009

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	10	#	1.62	2.52	-0.18	-10.03	1.80	1.52	-0.29	-15.85
Mideast DE-DC, MD, NJ, NY, PA	60	20	17.87	17.01	0.17	0.98	17.70	18.03	0.34	1.90
Great Lakes-IL, IN, MI, OH, WI	50	10	12.55	10.64	0.38	3.15	12.16	12.66	0.50	4.10
Plains-IA, KS, MN, MO, NE, ND, SD	30	10	4.39	5.90	-0.30	-6.45	4.69	4.30	-0.39	-8.36
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	70	20	20.24	25.94	-1.15	-5.36	21.38	19.69	-1.69	-7.92
Southwest-AZ, NM, OK, TX	10	#	2.03	2.97	-0.19	-8.53	2.22	1.89	-0.33	-14.91
Rocky Mountains-CO, ID, MT, UT, WY	10	†	2.44	†	0.49	25.14	1.95	2.42	0.47	24.17
Far West-AK, CA, HI, NV, OR, WA	140	50	21.92	26.60	-0.94	-4.11	22.86	22.26	-0.61	-2.65
Other Jurisdictions-PR	30	10	16.94	8.42	1.71	11.25	15.23	17.23	2.00	13.15
CPS record available at base year										
Yes	360	110	89.92	85.68	0.85	0.96	89.07	90.10	1.03	1.15
No	50	20	10.08	14.32	-0.85	-7.79	10.93	9.90	-1.03	-9.39
Applied for federal aid										
Yes	370	120	91.43	90.02	0.28	0.31	91.14	91.66	0.52	0.57
No	40	10	8.57	9.98	-0.28	-3.20	8.86	8.34	-0.52	-5.83
Pell Grant status										
Received	250	80	66.66	71.31	-0.93	-1.38	67.59	67.60	0.01	0.01
Did not receive	150	50	33.34	28.69	0.93	2.88	32.41	32.40	-0.01	-0.02
Total Pell Grant amount received										
\$0	150	50	33.34	28.69	0.93	2.88	32.41	32.40	-0.01	-0.02
Up to \$2,000	50	30	14.01	20.50	-1.30	-8.51	15.31	13.83	-1.48	-9.65
\$2,001–\$3,700	90	20	26.90	20.29	1.33	5.19	25.57	27.29	1.72	6.71
\$3,701 or more	100	40	25.75	30.52	-0.96	-3.59	26.71	26.47	-0.23	-0.87
Stafford Loan status										
Received	210	70	41.64	44.78	-0.63	-1.49	42.27	42.03	-0.24	-0.56
Did not receive	200	60	58.36	55.22	0.63	1.09	57.73	57.97	0.24	0.41
Total Stafford Loan amount received										
\$0	200	60	58.36	55.22	0.63	1.09	57.73	57.97	0.24	0.41
Up to \$2,624	30	20	6.63	14.40	-1.56	-19.06	8.19	6.46	-1.73	-21.12
\$2,625	60	20	12.25	9.52	0.55	4.68	11.70	11.47	-0.23	-1.98
\$2,626 or more	120	40	22.76	20.86	0.38	1.71	22.38	24.11	1.72	7.70

See notes at end of table.

Table M-16. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, for-profit, less-than-4-year institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	310	110	71.52	84.69	-2.65	-3.57	74.17	70.66	-3.50	4.72
1,822–6,690	80	20	24.47	15.16	1.87	8.28	22.60	25.67	3.07	13.60
6,691–16,522	#	†	1.59	†	0.32	25.14	1.27	1.54	0.27	21.59
16,523 or more	#	†	1.93	†	0.39	25.14	1.55	1.65	0.11	6.93
Unknown	10	#	0.49	0.15	0.07	16.04	0.42	0.47	0.05	11.70
Age at base year										
15 to 18	140	50	33.69	37.35	-0.74	-2.14	34.42	32.32	-2.10	-6.11
19	90	30	17.07	19.19	-0.43	-2.44	17.49	16.38	-1.11	-6.37
20 to 23	70	10	21.17	13.84	1.47	7.47	19.69	21.60	1.91	9.69
24 to 29	40	10	9.58	7.50	0.42	4.57	9.17	10.51	1.34	14.62
30+	60	30	18.50	22.11	-0.73	-3.78	19.22	19.19	-0.03	-0.16
High school graduation year										
Before 1998	100	30	26.54	25.04	0.30	1.15	26.24	28.23	1.99	7.59
1998–2002	90	30	28.37	22.99	1.08	3.96	27.29	29.79	2.50	9.17
2003–04	210	70	44.10	48.45	-0.87	-1.94	44.98	41.04	-3.93	-8.75
Did not complete high school	10	#	0.99	3.52	-0.51	-33.90	1.50	0.94	-0.56	-37.24
Dependency status at base year										
Dependent	250	80	58.59	52.93	1.14	1.98	57.46	57.54	0.08	0.15
Independent	160	50	41.41	47.07	-1.14	-2.67	42.54	42.46	-0.08	-0.20
Income level at base year										
Dependent										
Less than \$10,000	40	10	11.70	13.33	-0.33	-2.73	12.02	13.30	1.27	10.59
\$10,000–\$19,999	30	10	6.72	7.24	-0.10	-1.53	6.82	6.51	-0.32	-4.63
\$20,000–\$29,999	40	10	12.29	7.56	0.95	8.37	11.34	11.82	0.48	4.22
\$30,000–\$39,999	30	10	5.59	6.67	-0.22	-3.74	5.81	5.24	-0.57	-9.83
\$40,000–\$49,999	20	#	3.19	2.27	0.19	6.16	3.01	2.90	-0.11	-3.57
\$50,000–\$59,999	10	10	2.58	5.74	-0.64	-19.81	3.21	2.90	-0.31	-9.62
\$60,000–\$69,999	20	10	3.39	3.77	-0.08	-2.20	3.46	2.99	-0.47	-13.57
\$70,000–\$79,999	10	10	2.66	3.02	-0.07	-2.61	2.73	2.43	-0.30	-11.07
\$80,000–\$99,999	20	10	2.36	1.88	0.10	4.22	2.26	2.14	-0.12	-5.50
\$100,000 or more	20	#	8.12	1.45	1.34	19.75	6.78	7.32	0.53	7.85

See notes at end of table.

Table M-16. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, for-profit, less-than-4-year institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	40	20	10.86	18.83	-1.60	-12.85	12.46	11.66	-0.80	-6.42
\$10,000–\$19,999	70	20	18.24	15.87	0.48	2.68	17.77	17.94	0.17	0.98
\$20,000–\$29,999	30	10	6.31	4.41	0.38	6.45	5.93	6.70	0.77	12.97
\$30,000–\$49,999	10	10	3.74	5.06	-0.26	-6.61	4.00	3.87	-0.13	-3.35
\$50,000 or more	10	#	2.26	2.91	-0.13	-5.47	2.39	2.29	-0.09	-3.89
Race/ethnicity										
White	170	50	39.57	34.48	1.02	2.65	38.55	38.47	-0.08	-0.20
Black or African American	50	30	13.25	25.64	-2.49	-15.81	15.74	13.14	-2.59	-16.48
Hispanic or Latino	110	40	36.03	28.67	1.48	4.28	34.55	36.94	2.39	6.92
Asian	30	10	4.33	2.56	0.36	8.96	3.97	4.43	0.46	11.46
All other race/ethnicities including more than one race	40	10	6.82	8.66	-0.37	-5.15	7.19	7.01	-0.17	-2.41
Gender										
Male	140	40	37.09	32.88	0.85	2.33	36.25	39.15	2.90	8.00
Female	270	90	62.91	67.12	-0.85	-1.33	63.75	60.85	-2.90	-4.55
Marital status at base year										
Single, divorced, or widowed	340	100	79.92	78.16	0.35	0.44	79.57	80.06	0.49	0.61
Married	50	20	17.20	15.00	0.44	2.63	16.76	17.10	0.35	2.07
Separated	10	10	2.88	6.84	-0.80	-21.66	3.67	2.84	-0.83	-22.72
Citizen status at base year										
US citizen	360	110	89.94	87.44	0.50	0.56	89.43	89.46	0.02	0.02
Resident alien	40	20	9.30	12.56	-0.65	-6.58	9.95	9.64	-0.31	-3.13
Foreign or international student	10	†	0.76	†	0.15	25.14	0.61	0.90	0.29	47.44

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-17. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	190	30	8.13	10.78	-0.42	-4.89	8.55	8.09	-0.46	-5.39
Mideast DE-DC, MD, NJ, NY, PA	310	50	16.02	14.06	0.31	1.97	15.71	15.82	0.12	0.73
Great Lakes-IL, IN, MI, OH, WI	370	60	19.76	21.87	-0.33	-1.67	20.09	20.00	-0.09	-0.43
Plains-IA, KS, MN, MO, NE, ND, SD	430	60	18.14	16.94	0.19	1.06	17.95	18.02	0.07	0.36
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	400	70	21.49	25.78	-0.68	-3.06	22.17	21.84	-0.33	-1.49
Southwest-AZ, NM, OK, TX	60	10	2.31	1.59	0.11	5.14	2.19	2.33	0.14	6.19
Rocky Mountains-CO, ID, MT, UT, WY	40	†	2.44	†	0.39*	18.77	2.06	2.36	0.31*	14.90
Far West-AK, CA, HI, NV, OR, WA	170	20	7.67	5.36	0.36	4.99	7.31	7.44	0.13	1.79
Other Jurisdictions-PR	30	10	4.04	3.61	0.07	1.70	3.97	4.10	0.12	3.13
CPS record available at base year										
Yes	1,680	220	83.08	74.25	1.39*	1.71	81.68	82.42	0.74	0.91
No	310	70	16.92	25.75	-1.39*	-7.62	18.32	17.58	-0.74	-4.04
Applied for federal aid										
Yes	1,730	230	85.26	77.69	1.20*	1.42	84.06	84.58	0.52	0.62
No	260	60	14.74	22.31	-1.20*	-7.51	15.94	15.42	-0.52	-3.26
Pell Grant status										
Received	580	100	31.52	37.65	-0.97	-2.98	32.49	32.60	0.12	0.36
Did not receive	1,410	200	68.48	62.35	0.97	1.44	67.51	67.40	-0.12	-0.17
Total Pell Grant amount received										
\$0	1,410	200	68.48	62.35	0.97	1.44	67.51	67.40	-0.12	-0.17
Up to \$2,000	200	30	11.75	15.32	-0.56	-4.57	12.32	12.07	-0.25	-2.04
\$2,001-\$3,700	180	40	10.39	11.33	-0.15	-1.41	10.54	10.89	0.35	3.36
\$3,701 or more	190	30	9.37	11.01	-0.26	-2.68	9.63	9.65	0.02	0.16
Stafford Loan status										
Received	1,230	160	58.78	49.24	1.51*	2.63	57.27	58.72	1.45*	2.53
Did not receive	760	140	41.22	50.76	-1.51*	-3.53	42.73	41.28	-1.45*	-3.40
Total Stafford Loan amount received										
\$0	760	140	41.22	50.76	-1.51*	-3.53	42.73	41.28	-1.45*	-3.40
Up to \$2,624	130	20	5.88	4.14	0.27	4.91	5.60	5.85	0.25	4.38
\$2,625	910	90	41.08	22.42	2.95*	7.73	38.13	40.28	2.15*	5.63
\$2,626 or more	180	50	11.82	22.68	-1.72*	-12.68	13.54	12.60	-0.94	-6.96

See notes at end of table.

Table M-17. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	930	120	40.39	41.11	-0.11	-0.28	40.50	40.10	-0.40	-0.99
1,822–6,690	950	150	50.19	46.91	0.52	1.04	49.67	49.70	0.03	0.06
6,691–16,522	80	10	5.86	6.06	-0.03	-0.54	5.89	5.97	0.08	1.35
16,523 or more	20	10	2.33	5.92	-0.57	-19.61	2.89	2.66	-0.23	-8.05
Unknown	10	†	1.24	†	0.20	18.77	1.05	1.57	0.53	50.38
Age at base year										
15 to 18	1,150	120	55.95	35.91	3.17*	6.00	52.78	54.59	1.81*	3.43
19	650	110	29.08	32.57	-0.55	-1.86	29.63	28.61	-1.02	-3.45
20 to 23	90	30	5.86	11.19	-0.84	-12.56	6.71	6.22	-0.49	-7.28
24 to 29	40	20	3.06	9.86	-1.07*	-25.97	4.14	3.33	-0.80	-19.46
30+	70	20	6.04	10.47	-0.70	-10.38	6.74	7.25	0.50	7.49
High school graduation year										
Before 1998	100	30	8.51	17.82	-1.47*	-14.72	9.98	9.91	-0.08	-0.77
1998–2002	120	40	8.20	16.67	-1.34*	-14.04	9.54	8.66	-0.87	-9.14
2003–04	1,770	220	83.25	65.51	2.80*	3.48	80.45	81.38	0.93	1.16
Did not complete high school	#	†	0.04	†	0.01	18.77	0.03	0.05	0.02	57.33
Dependency status at base year										
Dependent	1,840	240	88.17	72.90	2.41*	2.81	85.76	86.52	0.76	0.89
Independent	150	60	11.83	27.10	-2.41*	-16.93	14.24	13.48	-0.76	-5.34
Income level at base year										
Dependent										
Less than \$10,000	70	10	3.40	5.49	-0.33	-8.83	3.73	3.69	-0.04	-1.12
\$10,000–\$19,999	90	20	5.04	4.96	0.01	0.24	5.03	5.27	0.24	4.72
\$20,000–\$29,999	150	20	6.92	5.55	0.22	3.22	6.70	6.91	0.21	3.16
\$30,000–\$39,999	160	30	8.63	9.17	-0.09	-0.98	8.71	8.50	-0.22	-2.47
\$40,000–\$49,999	160	20	8.28	9.40	-0.18	-2.08	8.46	8.31	-0.15	-1.73
\$50,000–\$59,999	150	20	6.79	3.78	0.48*	7.53	6.32	6.74	0.42	6.68
\$60,000–\$69,999	170	20	7.89	3.96	0.62*	8.55	7.27	7.59	0.31	4.31
\$70,000–\$79,999	160	10	6.89	2.80	0.65*	10.35	6.24	6.51	0.26	4.21
\$80,000–\$99,999	280	30	13.26	9.02	0.67	5.32	12.59	12.75	0.16	1.29
\$100,000 or more	450	60	21.06	18.77	0.36	1.74	20.70	20.25	-0.45	-2.16

See notes at end of table.

Table M-17. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	20	10	0.89	3.59	-0.43	-32.36	1.32	0.91	-0.40	-30.70
\$10,000–\$19,999	50	20	3.87	9.16	-0.84	-17.78	4.70	4.33	-0.37	-7.91
\$20,000–\$29,999	30	10	2.00	2.40	-0.06	-3.04	2.07	2.16	0.10	4.60
\$30,000–\$49,999	30	10	2.28	6.32	-0.64	-21.82	2.92	2.50	-0.42	-14.45
\$50,000 or more	30	10	2.79	5.63	-0.45	-13.87	3.24	3.58	0.34	10.59
Race/ethnicity										
White	1,540	190	72.97	57.76	2.40*	3.41	70.56	72.01	1.45	2.06
Black or African American	190	40	12.18	21.61	-1.49*	-10.91	13.67	12.62	-1.04	-7.63
Hispanic or Latino	120	30	8.76	14.93	-0.97	-10.01	9.74	9.25	-0.49	-5.01
Asian	50	10	2.49	3.46	-0.15	-5.76	2.64	2.55	-0.09	-3.48
All other race/ethnicities including more than one race	80	10	3.61	2.25	0.21	6.31	3.39	3.56	0.17	5.07
Gender										
Male	820	150	42.06	52.28	-1.62*	-3.70	43.68	43.11	-0.57	-1.30
Female	1,170	140	57.94	47.72	1.62*	2.87	56.32	56.89	0.57	1.01
Marital status at base year										
Single, divorced, or widowed	1,930	270	94.63	91.66	0.47	0.50	94.17	93.88	-0.29	-0.30
Married	50	20	4.13	7.53	-0.54	-11.49	4.67	4.84	0.17	3.71
Separated	10	#	1.23	0.81	0.07	5.78	1.16	1.28	0.11	9.70
Citizen status at base year										
US citizen	1,940	270	96.58	90.30	0.99*	1.04	95.58	96.33	0.75	0.78
Resident alien	30	10	1.94	4.90	-0.47	-19.42	2.41	1.93	-0.48	-19.86
Foreign or international student	20	10	1.48	4.80	-0.52*	-26.14	2.01	1.74	-0.27	-13.39

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-18. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	280	50	25.79	37.94	-1.61	-5.87	27.40	25.99	-1.41	-5.16
Mideast DE-DC, MD, NJ, NY, PA	400	50	28.35	27.05	0.17	0.61	28.18	28.71	0.54	1.90
Great Lakes-IL, IN, MI, OH, WI	150	20	10.52	11.09	-0.08	-0.71	10.60	10.31	-0.29	-2.74
Plains-IA, KS, MN, MO, NE, ND, SD	50	#	2.50	0.81	0.22*	9.83	2.27	2.42	0.15	6.69
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	150	20	11.16	7.36	0.50	4.72	10.66	11.12	0.46	4.31
Southwest-AZ, NM, OK, TX	90	10	4.56	3.62	0.12	2.80	4.43	4.54	0.10	2.33
Rocky Mountains-CO, ID, MT, UT, WY	60	#	4.67	0.68	0.53*	12.77	4.14	4.59	0.45	10.94
Far West-AK, CA, HI, NV, OR, WA	150	20	11.45	10.06	0.18	1.63	11.27	11.31	0.04	0.37
Other Jurisdictions-PR	30	10	1.00	1.38	-0.05	-4.77	1.05	1.01	-0.04	-3.96
CPS record available at base year										
Yes	980	130	71.61	70.62	0.13	0.18	71.48	71.25	-0.23	-0.32
No	370	50	28.39	29.38	-0.13	-0.46	28.52	28.75	0.23	0.80
Applied for federal aid										
Yes	1,030	130	75.75	75.37	0.05	0.07	75.70	75.62	-0.08	-0.11
No	310	50	24.25	24.63	-0.05	-0.21	24.30	24.38	0.08	0.33
Pell Grant status										
Received	290	50	20.87	23.83	-0.39	-1.85	21.26	21.20	-0.06	-0.28
Did not receive	1,050	120	79.13	76.17	0.39	0.50	78.74	78.80	0.06	0.07
Total Pell Grant amount received										
\$0	1,050	120	79.13	76.17	0.39	0.50	78.74	78.80	0.06	0.07
Up to \$2,000	100	20	7.28	8.47	-0.16	-2.12	7.44	7.41	-0.03	-0.37
\$2,001-\$3,700	70	20	5.51	8.10	-0.34	-5.85	5.86	5.67	-0.19	-3.23
\$3,701 or more	120	10	8.07	7.25	0.11	1.36	7.96	8.12	0.16	1.98
Stafford Loan status										
Received	640	90	47.74	53.57	-0.77	-1.59	48.52	47.84	-0.68	-1.39
Did not receive	700	90	52.26	46.43	0.77	1.50	51.48	52.16	0.68	1.31
Total Stafford Loan amount received										
\$0	700	90	52.26	46.43	0.77	1.50	51.48	52.16	0.68	1.31
Up to \$2,624	50	10	3.34	3.32	0.00	0.09	3.34	3.43	0.09	2.84
\$2,625	510	60	37.08	35.42	0.22	0.60	36.86	37.00	0.14	0.39
\$2,626 or more	90	20	7.33	14.83	-0.99	-11.94	8.32	7.40	-0.91	-11.00

See notes at end of table.

Table M-18. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	90	20	6.20	9.08	-0.38	-5.78	6.58	6.20	-0.39	-5.89
1,822–6,690	550	80	40.47	34.17	0.84	2.11	39.64	40.36	0.72	1.83
6,691–16,522	490	60	36.69	45.44	-1.16	-3.06	37.85	36.86	-0.99	-2.63
16,523 or more	220	20	16.54	11.31	0.69	4.37	15.84	16.50	0.65	4.13
Unknown	#	#	0.09	0.01	0.01*	14.11	0.08	0.09	#	4.51
Age at base year										
15 to 18	930	110	68.76	61.98	0.90	1.32	67.86	68.17	0.31	0.46
19	360	60	26.77	32.84	-0.80	-2.91	27.58	26.75	-0.83	-3.01
20 to 23	40	#	3.38	4.59	-0.16	-4.53	3.54	3.73	0.20	5.53
24 to 29	10	#	0.27	0.54	-0.03	-11.32	0.31	0.39	0.08	25.88
30+	10	#	0.82	0.06	0.10*	14.03	0.72	0.96	0.24	34.05
High school graduation year										
Before 1998	20	#	1.20	0.54	0.09	7.92	1.11	1.45	0.34	30.14
1998–2002	40	10	3.97	9.36	-0.71	-15.24	4.68	4.25	-0.43	-9.19
2003–04	1,280	160	94.03	90.04	0.53	0.56	93.50	93.34	-0.17	-0.18
Did not complete high school	#	#	0.80	0.06	0.10	14.00	0.70	0.96	0.26	37.37
Dependency status at base year										
Dependent	1,310	170	98.01	99.24	-0.16	-0.17	98.17	97.71	-0.46	-0.47
Independent	40	10	1.99	0.76	0.16	8.95	1.83	2.29	0.46	25.02
Income level at base year										
Dependent										
Less than \$10,000	40	10	2.79	2.97	-0.02	-0.84	2.82	2.79	-0.03	-0.90
\$10,000–\$19,999	70	10	5.40	5.19	0.03	0.53	5.37	5.54	0.16	3.02
\$20,000–\$29,999	90	20	6.03	13.15	-0.94	-13.53	6.97	6.10	-0.87	-12.46
\$30,000–\$39,999	100	20	8.45	8.22	0.03	0.35	8.42	8.60	0.18	2.19
\$40,000–\$49,999	90	20	8.01	9.14	-0.15	-1.84	8.16	8.17	#	0.05
\$50,000–\$59,999	90	10	6.15	4.74	0.19	3.13	5.96	6.26	0.30	4.97
\$60,000–\$69,999	100	20	7.66	15.62	-1.05	-12.10	8.71	7.50	-1.21	-13.91
\$70,000–\$79,999	70	10	5.16	3.96	0.16	3.19	5.00	5.31	0.31	6.11
\$80,000–\$99,999	170	30	11.42	17.22	-0.77	-6.30	12.19	11.18	-1.01	-8.32
\$100,000 or more	480	40	36.93	19.04	2.37*	6.86	34.56	36.27	1.71*	4.95

See notes at end of table.

Table M-18. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	10	†	0.68	†	0.09	15.27	0.59	0.68	0.08	14.30
\$10,000–\$19,999	10	#	0.35	0.27	0.01	3.23	0.34	0.50	0.16	46.74
\$20,000–\$29,999	10	#	0.17	0.06	0.02	9.63	0.16	0.20	0.04	27.46
\$30,000–\$49,999	10	#	0.45	0.03	0.06	14.27	0.40	0.57	0.17	42.43
\$50,000 or more	10	#	0.33	0.40	-0.01	-2.83	0.34	0.34	#	0.40
Race/ethnicity										
White	930	110	69.34	58.71	1.41	2.07	67.93	68.68	0.74	1.09
Black or African American	100	20	7.98	13.23	-0.70*	-8.01	8.68	8.05	-0.63	-7.25
Hispanic or Latino	130	20	9.35	14.60	-0.70	-6.93	10.04	9.54	-0.50	-4.96
Asian	120	20	8.77	11.97	-0.42	-4.61	9.20	9.17	-0.02	-0.25
All other race/ethnicities including more than one race	70	10	4.56	1.49	0.41*	9.77	4.15	4.56	0.41	9.80
Gender										
Male	560	70	43.02	41.18	0.24	0.57	42.78	43.48	0.70	1.64
Female	780	110	56.98	58.82	-0.24	-0.43	57.22	56.52	-0.70	-1.23
Marital status at base year										
Single, divorced, or widowed	1,330	180	99.44	100.00	-0.07*	-0.07	99.52	99.29	-0.23	-0.23
Married	10	†	0.41	†	0.05	15.27	0.36	0.54	0.18	50.03
Separated	#	†	0.14	†	0.02	15.27	0.12	0.17	0.05	37.38
Citizen status at base year										
US citizen	1,290	160	94.76	86.28	1.12	1.20	93.63	93.93	0.30	0.32
Resident alien	30	10	2.89	2.30	0.08	2.79	2.81	3.10	0.29	10.33
Foreign or international student	30	10	2.35	11.42	-1.20	-33.82	3.55	2.96	-0.59	-16.58

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-19. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, for-profit, less-than-2-year institutions: 2009

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	80	30	4.02	8.03	-1.18	-22.72	5.20	4.27	-0.93	-17.83
Mideast DE-DC, MD, NJ, NY, PA	170	90	14.76	19.05	-1.26	-7.87	16.02	15.51	-0.51	-3.16
Great Lakes-IL, IN, MI, OH, WI	130	50	16.23	16.02	0.06	0.37	16.17	16.07	-0.09	-0.58
Plains-IA, KS, MN, MO, NE, ND, SD	40	20	3.17	3.73	-0.17	-4.98	3.33	3.05	-0.28	-8.40
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	160	70	13.76	11.82	0.57	4.33	13.19	14.09	0.90	6.83
Southwest-AZ, NM, OK, TX	220	90	29.94	27.32	0.77	2.64	29.17	30.00	0.83	2.85
Rocky Mountains-CO, ID, MT, UT, WY	20	10	0.92	0.30	0.18*	24.50	0.74	0.92	0.19*	25.33
Far West-AK, CA, HI, NV, OR, WA	160	60	12.25	11.75	0.15	1.22	12.10	11.61	-0.49	-4.03
Other Jurisdictions-PR	60	10	4.96	1.98	0.88*	21.50	4.08	4.46	0.38	9.20
CPS record available at base year										
Yes	940	390	94.84	96.68	-0.54	-0.57	95.38	95.47	0.09	0.09
No	90	30	5.16	3.32	0.54	11.77	4.62	4.53	-0.09	-1.95
Applied for federal aid										
Yes	960	400	96.24	99.22	-0.88*	-0.91	97.12	96.80	-0.32	-0.33
No	70	20	3.76	0.78	0.88*	30.49	2.88	3.20	0.32	10.95
Pell Grant status										
Received	760	330	90.29	94.82	-1.33*	-1.45	91.62	91.34	-0.28	-0.31
Did not receive	270	90	9.71	5.18	1.33*	15.89	8.38	8.66	0.28	3.39
Total Pell Grant amount received										
\$0	270	90	9.71	5.18	1.33*	15.89	8.38	8.66	0.28	3.39
Up to \$2,000	160	80	18.30	23.38	-1.49	-7.54	19.79	18.82	-0.98	-4.94
\$2,001-\$3,700	280	120	35.27	37.12	-0.54	-1.52	35.82	36.26	0.44	1.23
\$3,701 or more	310	140	36.72	34.32	0.70	1.96	36.01	36.26	0.25	0.70
Stafford Loan status										
Received	710	310	72.35	77.74	-1.59	-2.14	73.94	73.28	-0.66	-0.89
Did not receive	320	120	27.65	22.26	1.59	6.08	26.06	26.72	0.66	2.52
Total Stafford Loan amount received										
\$0	320	120	27.65	22.26	1.59	6.08	26.06	26.72	0.66	2.52
Up to \$2,624	120	40	17.48	15.12	0.69	4.14	16.79	17.02	0.23	1.38
\$2,625	110	40	11.87	9.66	0.65	5.79	11.22	10.87	-0.35	-3.14
\$2,626 or more	480	220	43.00	52.95	-2.93*	-6.38	45.93	45.39	-0.54	-1.17

See notes at end of table.

Table M-19. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, for-profit, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	970	390	97.10	95.34	0.52	0.54	96.58	97.02	0.44	0.46
1,822–6,690	20	20	1.22	3.74	-0.74*	-37.80	1.96	1.40	-0.55	-28.30
6,691–16,522	#	#	0.41	0.25	0.05	12.47	0.36	0.31	-0.05	-15.00
16,523 or more	10	#	0.70	0.16	0.16	29.19	0.54	0.69	0.15	28.25
Unknown	30	10	0.58	0.51	0.02	3.69	0.56	0.57	0.01	2.69
Age at base year										
15 to 18	200	80	21.61	19.16	0.72	3.45	20.89	20.42	-0.47	-2.25
19	170	60	15.29	14.67	0.18	1.21	15.11	13.82	-1.29	-8.54
20 to 23	230	100	24.74	25.24	-0.15	-0.59	24.89	24.95	0.06	0.25
24 to 29	190	80	18.54	20.05	-0.45	-2.35	18.98	20.18	1.20	6.30
30+	230	100	19.82	20.87	-0.31	-1.54	20.13	20.63	0.50	2.50
High school graduation year										
Before 1998	330	150	27.91	32.17	-1.26	-4.30	29.16	29.39	0.23	0.79
1998–2002	320	120	32.34	29.38	0.87	2.77	31.47	32.27	0.80	2.55
2003–04	330	130	34.78	33.33	0.42	1.23	34.35	33.09	-1.26	-3.68
Did not complete high school	50	20	4.97	5.11	-0.04	-0.82	5.02	5.24	0.23	4.55
Dependency status at base year										
Dependent	400	160	40.34	39.23	0.32	0.81	40.01	38.07	-1.94	-4.85
Independent	620	270	59.66	60.77	-0.32	-0.54	59.99	61.93	1.94	3.24
Income level at base year										
Dependent										
Less than \$10,000	60	30	6.04	9.00	-0.87	-12.62	6.91	6.47	-0.43	-6.27
\$10,000–\$19,999	90	30	9.67	8.68	0.29	3.12	9.38	9.12	-0.26	-2.80
\$20,000–\$29,999	80	30	10.32	9.14	0.34	3.45	9.97	9.37	-0.60	-5.98
\$30,000–\$39,999	50	20	6.56	8.73	-0.64	-8.86	7.20	5.94	-1.26	-17.55
\$40,000–\$49,999	30	10	2.94	1.27	0.49*	20.12	2.45	2.84	0.39	15.81
\$50,000–\$59,999	40	10	1.80	0.66	0.33	22.86	1.46	1.79	0.33*	22.27
\$60,000–\$69,999	10	10	0.39	0.72	-0.10	-19.85	0.49	0.37	-0.12	-25.40
\$70,000–\$79,999	10	#	0.43	0.10	0.10*	29.40	0.33	0.34	0.01	3.20
\$80,000–\$99,999	20	10	0.66	0.39	0.08	13.75	0.58	0.54	-0.05	-7.72
\$100,000 or more	20	10	1.52	0.54	0.29	23.51	1.23	1.29	0.06	4.96

See notes at end of table.

Table M-19. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, for-profit, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	140	70	15.04	13.89	0.34	2.31	14.70	14.85	0.15	1.03
\$10,000–\$19,999	280	120	30.75	32.31	-0.46	-1.47	31.21	32.58	1.37	4.40
\$20,000–\$29,999	110	30	9.42	6.33	0.91*	10.68	8.51	10.02	1.51*	17.71
\$30,000–\$49,999	60	30	3.63	7.12	-1.03*	-22.02	4.66	3.64	-1.02*	-21.88
\$50,000 or more	30	10	0.83	1.12	-0.09	-9.44	0.91	0.84	-0.07	-7.74
Race/ethnicity										
White	360	150	31.12	30.32	0.23	0.76	30.88	31.03	0.15	0.48
Black or African American	260	100	27.67	22.12	1.63	6.27	26.04	27.18	1.14	4.40
Hispanic or Latino	330	150	34.89	40.27	-1.58	-4.34	36.47	34.70	-1.77	-4.86
Asian	30	10	2.08	2.38	-0.09	-4.06	2.17	2.19	0.01	0.69
All other race/ethnicities including more than one race	50	20	4.25	4.90	-0.19	-4.37	4.44	4.90	0.47	10.48
Gender										
Male	230	100	20.20	29.51	-2.74*	-11.94	22.94	22.23	-0.70	-3.07
Female	800	320	79.80	70.49	2.74*	3.55	77.06	77.77	0.70	0.91
Marital status at base year										
Single, divorced, or widowed	780	320	77.98	75.58	0.71	0.92	77.27	77.18	-0.09	-0.12
Married	190	80	14.98	17.79	-0.83	-5.24	15.81	15.92	0.12	0.74
Separated	60	30	7.04	6.63	0.12	1.74	6.92	6.89	-0.03	-0.37
Citizen status at base year										
US citizen	940	390	91.97	91.93	0.01	0.01	91.95	92.25	0.30	0.32
Resident alien	80	30	7.95	7.83	0.03	0.43	7.92	7.66	-0.26	-3.23
Foreign or international student	10	#	0.08	0.24	-0.05	-35.08	0.13	0.09	-0.04	-31.61

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-20. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, for-profit, 2-year or more institutions: 2009

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	30	10	2.65	0.72	0.54	25.44	2.11	3.09	0.98	46.52
Mideast DE-DC, MD, NJ, NY, PA	100	50	12.64	18.03	-1.50	-10.61	14.14	13.17	-0.96	-6.82
Great Lakes-IL, IN, MI, OH, WI	110	40	14.33	15.42	-0.30	-2.06	14.64	13.78	-0.85	-5.84
Plains-IA, KS, MN, MO, NE, ND, SD	10	#	1.33	1.26	0.02	1.51	1.31	1.33	0.02	1.54
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	260	90	36.45	33.67	0.77	2.16	35.67	36.88	1.21	3.39
Southwest-AZ, NM, OK, TX	90	30	9.33	8.07	0.35	3.89	8.98	8.96	-0.01	-0.16
Rocky Mountains-CO, ID, MT, UT, WY	90	20	6.96	5.31	0.46	7.09	6.50	6.56	0.06	0.92
Far West-AK, CA, HI, NV, OR, WA	140	70	15.31	17.06	-0.49	-3.09	15.80	15.38	-0.42	-2.65
Other Jurisdictions-PR	#	#	1.01	0.46	0.15	17.69	0.86	0.84	-0.02	-2.09
CPS record available at base year										
Yes	770	290	93.04	93.26	-0.06	-0.07	93.10	93.25	0.15	0.16
No	60	30	6.96	6.74	0.06	0.89	6.90	6.75	-0.15	-2.18
Applied for federal aid										
Yes	790	300	95.06	96.42	-0.38	-0.40	95.44	95.16	-0.28	-0.29
No	40	20	4.94	3.58	0.38	8.31	4.56	4.84	0.28	6.13
Pell Grant status										
Received	510	200	68.10	71.22	-0.87	-1.26	68.97	68.11	-0.86	-1.25
Did not receive	330	120	31.90	28.78	0.87	2.80	31.03	31.89	0.86	2.78
Total Pell Grant amount received										
\$0	330	120	31.90	28.78	0.87	2.80	31.03	31.89	0.86	2.78
Up to \$2,000	180	70	22.77	24.25	-0.41	-1.78	23.18	23.53	0.35	1.50
\$2,001-\$3,700	170	70	24.35	28.10	-1.05	-4.12	25.40	22.80	-2.60	-10.23
\$3,701 or more	150	60	20.98	18.87	0.59	2.88	20.39	21.78	1.39	6.80
Stafford Loan status										
Received	660	250	83.80	85.09	-0.36	-0.43	84.16	84.41	0.24	0.29
Did not receive	170	60	16.20	14.91	0.36	2.27	15.84	15.59	-0.24	-1.54
Total Stafford Loan amount received										
\$0	170	60	16.20	14.91	0.36	2.27	15.84	15.59	-0.24	-1.54
Up to \$2,624	100	40	13.42	10.02	0.95	7.60	12.47	13.94	1.46	11.74
\$2,625	80	30	9.94	10.39	-0.12	-1.22	10.07	8.99	-1.07	-10.68
\$2,626 or more	490	190	60.44	64.69	-1.18	-1.92	61.62	61.48	-0.15	-0.24

See notes at end of table.

Table M-20. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, for-profit, 2-year or more institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non- respondents	Interview respondent percent ¹	Interview non- respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	580	220	69.71	63.93	1.61	2.37	68.10	71.40	3.29*	4.84
1,822–6,690	210	80	24.05	30.12	-1.69	-6.58	25.74	22.53	-3.21*	-12.46
6,691–16,522	20	10	2.58	1.04	0.43	19.94	2.15	2.65	0.50	23.05
16,523 or more	10	#	1.97	1.90	0.02	1.12	1.95	1.65	-0.30	-15.51
Unknown	20	10	1.68	3.01	-0.37	-18.03	2.05	1.77	-0.28	-13.64
Age at base year										
15 to 18	210	70	25.05	24.97	0.02	0.09	25.03	23.86	-1.17	-4.67
19	140	50	17.35	13.39	1.10	6.79	16.25	17.38	1.13	6.96
20 to 23	180	90	21.25	25.80	-1.27	-5.62	22.52	20.82	-1.70	-7.54
24 to 29	140	60	16.85	17.14	-0.08	-0.48	16.93	18.34	1.41	8.31
30+	160	50	19.49	18.70	0.22	1.15	19.27	19.60	0.33	1.71
High school graduation year										
Before 1998	260	90	30.26	30.04	0.06	0.21	30.20	30.60	0.40	1.31
1998–2002	210	100	25.88	31.83	-1.66	-6.02	27.53	26.16	-1.37	-4.98
2003–04	350	120	41.51	37.24	1.19	2.94	40.32	40.46	0.14	0.36
Did not complete high school	20	#	2.35	0.89	0.41	20.95	1.95	2.78	0.83	42.61
Dependency status at base year										
Dependent	410	150	46.55	46.71	-0.04	-0.09	46.60	45.65	-0.94	-2.03
Independent	420	170	53.45	53.29	0.04	0.08	53.40	54.35	0.94	1.77
Income level at base year										
Dependent										
Less than \$10,000	30	20	3.31	4.40	-0.30	-8.39	3.62	3.52	-0.09	-2.62
\$10,000–\$19,999	60	20	8.01	6.42	0.44	5.84	7.57	8.43	0.86	11.37
\$20,000–\$29,999	70	30	9.04	9.86	-0.23	-2.46	9.27	8.41	-0.85	-9.20
\$30,000–\$39,999	50	20	5.50	5.60	-0.03	-0.53	5.53	5.35	-0.18	-3.19
\$40,000–\$49,999	50	20	5.62	4.41	0.34	6.40	5.28	5.39	0.11	2.16
\$50,000–\$59,999	40	10	4.79	3.55	0.34	7.76	4.44	4.85	0.40	9.05
\$60,000–\$69,999	30	10	2.68	2.74	-0.02	-0.62	2.70	2.49	-0.21	-7.62
\$70,000–\$79,999	20	10	2.63	2.66	-0.01	-0.30	2.64	2.44	-0.20	-7.47
\$80,000–\$99,999	30	10	2.23	2.92	-0.19	-7.90	2.42	2.08	-0.35	-14.35
\$100,000 or more	40	20	2.74	4.15	-0.39	-12.51	3.13	2.69	-0.45	-14.23

See notes at end of table.

Table M-20. Student nonresponse bias for interview respondents using the BPS:04/09 study weight, by select variables for students in private, for-profit, 2-year or more institutions: 2009—Continued

Variable	Before nonresponse adjustment							Using BPS:04/09 study weight		
	Unweighted interview respondents	Unweighted interview non-respondents	Interview respondent percent ¹	Interview non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Interview percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	80	30	10.80	10.19	0.17	1.61	10.63	10.87	0.24	2.23
\$10,000–\$19,999	160	70	20.85	24.53	-1.03	-4.69	21.87	20.60	-1.27	-5.82
\$20,000–\$29,999	80	30	10.69	8.80	0.53	5.19	10.16	11.83	1.67	16.44
\$30,000–\$49,999	60	30	5.97	6.13	-0.04	-0.72	6.01	5.84	-0.17	-2.84
\$50,000 or more	50	10	5.14	3.65	0.42	8.81	4.72	5.20	0.48	10.13
Race/ethnicity										
White	420	160	50.29	50.32	-0.01	-0.02	50.30	49.51	-0.79	-1.56
Black or African American	190	50	23.25	19.27	1.11	5.01	22.14	23.56	1.41	6.38
Hispanic or Latino	150	70	18.00	18.68	-0.19	-1.04	18.19	17.81	-0.39	-2.12
Asian	20	10	1.74	1.77	-0.01	-0.39	1.75	1.84	0.08	4.84
All other race/ethnicities including more than one race	50	20	6.71	9.96	-0.90	-11.87	7.62	7.29	-0.33	-4.28
Gender										
Male	370	170	42.54	53.29	-3.00	-6.58	45.53	43.22	-2.32	-5.09
Female	460	140	57.46	46.71	3.00	5.50	54.47	56.78	2.32	4.25
Marital status at base year										
Single, divorced, or widowed	670	260	81.42	76.90	1.26	1.57	80.16	80.82	0.66	0.82
Married	130	50	14.43	18.86	-1.23	-7.87	15.66	14.31	-1.36	-8.66
Separated	30	10	4.15	4.24	-0.03	-0.62	4.17	4.87	0.70	16.75
Citizen status at base year										
US citizen	780	290	93.11	92.17	0.26	0.28	92.85	93.47	0.62	0.67
Resident alien	50	20	6.81	7.83	-0.29	-4.03	7.09	6.41	-0.68	-9.57
Foreign or international student	#	†	0.08	†	0.02	38.60	0.06	0.11	0.06	95.54

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 study weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-21. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for all students: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution type										
Public										
Less-than-2-year	380	160	1.09	2.62	-0.22*	-16.80	1.30	1.31	0.01	0.58
2-year	5,360	950	42.17	49.43	-1.04*	-2.41	43.21	43.22	0.01	0.02
4-year non-doctorate-granting	1,560	120	10.74	5.81	0.71*	7.03	10.03	10.00	-0.04	-0.36
4-year doctorate-granting	2,950	130	18.41	5.83	1.80*	10.83	16.61	16.61	#	0.02
Private nonprofit										
Less-than-4-year	420	110	1.06	1.57	-0.07	-6.34	1.13	1.14	#	0.32
4-year non-doctorate-granting	2,170	120	9.77	5.02	0.68*	7.49	9.09	9.02	-0.08	-0.83
4-year doctorate-granting	1,480	50	5.66	1.23	0.63*	12.61	5.03	5.07	0.05	0.91
Private for-profit										
Less-than-2-year	950	500	4.63	15.17	-1.51*	-24.57	6.14	6.20	0.06	0.99
2 years or more	860	290	6.47	13.33	-0.98*	-13.17	7.45	7.43	-0.02	-0.25
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	1,080	120	5.30	4.59	0.10	1.93	5.20	5.14	-0.05	-1.04
Mideast DE-DC, MD, NJ, NY, PA	2,390	370	12.98	13.27	-0.04	-0.32	13.02	13.00	-0.02	-0.18
Great Lakes-IL, IN, MI, OH, WI	2,790	360	19.16	16.51	0.38*	2.02	18.78	18.80	0.02	0.10
Plains-IA, KS, MN, MO, NE, ND, SD	1,710	190	7.40	5.65	0.25*	3.51	7.15	7.17	0.02	0.26
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	3,690	590	22.60	22.73	-0.02	-0.09	22.62	22.60	-0.02	-0.07
Southwest-AZ, NM, OK, TX	1,650	350	11.78	17.26	-0.78*	-6.24	12.57	12.61	0.04	0.32
Rocky Mountains-CO, ID, MT, UT, WY	580	70	4.00	2.77	0.18*	4.60	3.82	3.81	-0.01	-0.35
Far West-AK, CA, HI, NV, OR, WA	2,000	340	15.54	16.22	-0.10	-0.62	15.64	15.66	0.02	0.12
Other Jurisdictions-PR	240	30	1.25	0.99	0.04	2.97	1.21	1.22	0.01	0.98
CPS record available at base year										
Yes	11,980	1,720	68.84	64.98	0.55*	0.81	68.29	68.19	-0.10	-0.15
No	4,140	700	31.16	35.02	-0.55*	-1.74	31.71	31.81	0.10	0.33
Applied for federal aid										
Yes	12,570	1,880	72.55	72.66	-0.02	-0.02	72.57	72.10	-0.47*	-0.64
No	3,550	530	27.45	27.34	0.02	0.06	27.43	27.90	0.47*	1.70

See notes at end of table.

Table M-21. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Pell Grant status										
Received	5,870	1,180	34.14	45.11	-1.57*	-4.39	35.71	35.70	-0.01	-0.03
Did not receive	10,260	1,240	65.86	54.89	1.57*	2.44	64.29	64.30	0.01	0.02
Total Pell Grant amount received										
\$0	10,260	1,240	65.86	54.89	1.57*	2.44	64.29	64.30	0.01	0.02
Up to \$2,000	1,940	390	12.47	16.81	-0.62*	-4.74	13.09	13.17	0.07	0.56
\$2,001–\$3,700	2,020	420	11.75	16.60	-0.69*	-5.57	12.45	12.32	-0.13	-1.02
\$3,701 or more	1,910	360	9.92	11.69	-0.25*	-2.50	10.17	10.21	0.04	0.41
Stafford Loan status										
Received	6,550	970	34.77	34.55	0.03	0.09	34.74	34.84	0.10	0.29
Did not receive	9,570	1,450	65.23	65.45	-0.03	-0.05	65.26	65.16	-0.10	-0.15
Total Stafford Loan amount received										
\$0	9,570	1,450	65.23	65.45	-0.03	-0.05	65.26	65.16	-0.10	-0.15
Up to \$2,624	1,090	200	6.46	7.32	-0.12	-1.88	6.58	6.72	0.14	2.07
\$2,625	3,560	210	17.83	7.06	1.54*	9.46	16.29	16.44	0.16	0.96
\$2,626 or more	1,900	560	10.49	20.17	-1.38*	-11.66	11.87	11.68	-0.19	-1.61
Institution undergraduate enrollment										
0–1,821	3,580	990	17.75	29.80	-1.72*	-8.85	19.47	19.80	0.32	1.65
1,822–6,690	4,090	540	23.19	22.72	0.07	0.29	23.13	22.62	-0.51*	-2.20
6,691–16,522	4,100	490	28.01	24.15	0.55*	2.01	27.46	27.71	0.25	0.93
16,523 or more	4,270	360	30.67	22.36	1.19*	4.04	29.48	29.46	-0.02	-0.07
Unknown	90	30	0.37	0.97	-0.09	-18.88	0.46	0.41	-0.05	-10.33
Age at base year										
15 to 18	7,750	640	45.85	26.66	2.75*	6.37	43.10	43.06	-0.05	-0.11
19	4,210	460	24.65	18.01	0.95*	4.01	23.70	23.70	#	#
20 to 23	1,660	470	11.49	19.97	-1.21*	-9.56	12.70	12.69	-0.01	-0.08
24 to 29	990	350	6.67	14.36	-1.10*	-14.17	7.77	7.79	0.02	0.19
30+	1,510	500	11.35	21.00	-1.38*	-10.85	12.73	12.77	0.04	0.34
High school graduation year										
Before 1998	2,160	710	15.77	30.35	-2.09*	-11.68	17.85	17.80	-0.05	-0.29
1998–2002	2,220	640	15.78	26.75	-1.57*	-9.05	17.35	17.15	-0.20	-1.17
2003–04	11,630	1,010	67.61	40.20	3.92*	6.16	63.69	64.01	0.32	0.50
Did not complete high school	110	60	0.84	2.70	-0.27*	-23.95	1.11	1.04	-0.07	-5.91

See notes at end of table.

Table M-21. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Dependency status at base year										
Dependent	12,550	1,270	74.75	52.11	3.24*	4.53	71.51	71.48	-0.03	-0.05
Independent	3,580	1,140	25.25	47.89	-3.24*	-11.37	28.49	28.52	0.03	0.12
Income level at base year										
Dependent										
Less than \$10,000	670	120	4.05	4.99	-0.14	-3.23	4.18	4.19	#	0.10
\$10,000–\$19,999	1,000	150	5.88	6.51	-0.09	-1.51	5.97	5.96	#	-0.03
\$20,000–\$29,999	1,280	160	7.55	6.13	0.20	2.77	7.35	7.36	0.01	0.19
\$30,000–\$39,999	1,260	160	7.94	6.28	0.24*	3.07	7.70	7.73	0.03	0.33
\$40,000–\$49,999	1,120	130	6.70	5.67	0.15	2.24	6.55	6.57	0.02	0.32
\$50,000–\$59,999	1,040	120	6.17	5.08	0.16	2.60	6.02	6.02	#	0.05
\$60,000–\$69,999	1,180	90	7.46	3.94	0.50*	7.23	6.95	6.95	-0.01	-0.14
\$70,000–\$79,999	890	80	5.64	2.88	0.39*	7.52	5.25	5.25	#	0.04
\$80,000–\$99,999	1,530	100	8.61	3.15	0.78*	9.98	7.83	7.81	-0.01	-0.19
\$100,000 or more	2,570	170	14.76	7.47	1.04*	7.60	13.72	13.64	-0.08*	-0.57
Independent										
Less than \$10,000	670	220	4.33	7.92	-0.51*	-10.62	4.84	4.82	-0.02	-0.38
\$10,000–\$19,999	1,270	450	8.07	18.46	-1.49*	-15.54	9.56	9.57	0.01	0.07
\$20,000–\$29,999	610	180	4.11	7.58	-0.50*	-10.79	4.61	4.58	-0.03	-0.64
\$30,000–\$49,999	570	160	4.54	7.08	-0.36*	-7.40	4.91	4.93	0.02	0.48
\$50,000 or more	460	130	4.19	6.85	-0.38*	-8.32	4.57	4.62	0.05	1.13
Race/ethnicity										
White	10,450	1,270	63.25	51.08	1.74*	2.83	61.51	61.54	0.03	0.05
Black or African American	2,100	420	13.24	17.12	-0.56*	-4.02	13.80	13.79	-0.01	-0.06
Hispanic or Latino	1,990	490	13.88	21.16	-1.04*	-6.98	14.92	14.90	-0.02	-0.12
Asian	750	90	4.77	4.34	0.06	1.31	4.70	4.71	0.01	0.11
All other race/ethnicities including more than one race	830	150	4.86	6.30	-0.20	-4.04	5.07	5.06	-0.01	-0.21
Gender										
Male	6,630	1,070	41.87	46.65	-0.68*	-1.61	42.56	42.55	-0.01	-0.02
Female	9,500	1,350	58.13	53.35	0.68*	1.19	57.44	57.45	0.01	0.01

See notes at end of table.

Table M-21. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Marital status at base year										
Single, divorced, or widowed	14,590	1,920	88.84	79.08	1.40*	1.60	87.44	87.51	0.07	0.08
Married	1,320	410	9.87	17.75	-1.13*	-10.25	11.00	10.93	-0.06	-0.56
Separated	220	90	1.29	3.17	-0.27*	-17.19	1.56	1.55	-0.01	-0.49
Citizen status at base year										
US citizen	15,310	2,210	94.20	91.30	0.41*	0.44	93.78	93.77	-0.02	-0.02
Resident alien	670	150	4.93	5.91	-0.14	-2.76	5.07	5.09	0.02	0.42
Foreign or international student	140	60	0.87	2.79	-0.27*	-23.98	1.15	1.14	#	-0.43

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 panel weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-22. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, less-than-2-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	†	†	†	†	†	†	†	†	†	†
Mideast DE-DC, MD, NJ, NY, PA	30	10	9.11	8.98	0.04	0.41	9.07	10.25	1.18	13.01
Great Lakes-IL, IN, MI, OH, WI	70	40	23.04	24.74	-0.49	-2.08	23.53	22.14	-1.39	-5.89
Plains-IA, KS, MN, MO, NE, ND, SD	20	10	10.08	9.69	0.11	1.10	9.97	8.95	-1.02	-10.20
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	170	60	28.29	25.54	0.79	2.86	27.50	28.05	0.55	2.01
Southwest-AZ, NM, OK, TX	40	10	11.92	9.32	0.75	6.69	11.17	12.14	0.97	8.68
Rocky Mountains-CO, ID, MT, UT, WY	#	#	0.56	0.70	-0.04	-6.75	0.60	0.48	-0.12	-19.78
Far West-AK, CA, HI, NV, OR, WA	40	30	16.66	21.03	-1.25	-7.00	17.92	17.68	-0.24	-1.34
Other Jurisdictions-PR	#	†	0.35	†	0.10	40.27	0.25	0.31	0.06	23.04
CPS record available at base year										
Yes	320	130	74.58	69.02	1.60	2.19	72.98	73.03	0.04	0.06
No	70	30	25.42	30.98	-1.60	-5.92	27.02	26.97	-0.04	-0.16
Applied for federal aid										
Yes	320	130	77.22	69.64	2.18	2.90	75.04	76.01	0.97	1.29
No	60	30	22.78	30.36	-2.18	-8.72	24.96	23.99	-0.97	-3.87
Pell Grant status										
Received	230	90	53.82	55.18	-0.39	-0.72	54.21	52.42	-1.78	-3.29
Did not receive	150	70	46.18	44.82	0.39	0.85	45.79	47.58	1.78	3.89
Total Pell Grant amount received										
\$0	150	70	46.18	44.82	0.39	0.85	45.79	47.58	1.78	3.89
Up to \$2,000	90	40	27.08	28.91	-0.52	-1.90	27.60	25.28	-2.33	-8.43
\$2,001–\$3,700	90	40	18.85	19.55	-0.20	-1.06	19.05	19.30	0.25	1.33
\$3,701 or more	50	10	7.90	6.72	0.34	4.45	7.56	7.85	0.29	3.82
Stafford Loan status										
Received	60	30	16.60	16.44	0.05	0.29	16.56	17.02	0.46	2.80
Did not receive	320	130	83.40	83.56	-0.05	-0.06	83.44	82.98	-0.46	-0.55
Total Stafford Loan amount received										
\$0	320	130	83.40	83.56	-0.05	-0.06	83.44	82.98	-0.46	-0.55
Up to \$2,624	0	10	0.88	6.63	-1.65*	-65.32	2.53	0.81	-1.71*	-67.84
\$2,625	10	#	2.68	1.61	0.31	12.98	2.37	2.93	0.56	23.45
\$2,626 or more	50	20	13.04	8.20	1.39	11.94	11.65	13.27	1.62*	13.91

See notes at end of table.

Table M-22. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	320	130	78.48	73.86	1.33	1.72	77.15	76.97	-0.18	-0.23
1,822–6,690	50	20	15.71	10.84	1.40	9.76	14.31	17.72	3.41	23.83
6,691–16,522	10	10	5.33	13.95	-2.48*	-31.73	7.80	4.89	-2.92*	-37.39
16,523 or more	#	†	0.43	†	0.12	40.27	0.31	0.37	0.06	19.98
Unknown	#	#	0.05	1.35	-0.37	-87.81	0.42	0.05	-0.37	-87.90
Age at base year										
15 to 18	40	20	8.17	9.22	-0.30	-3.56	8.47	8.24	-0.23	-2.75
19	50	10	12.72	3.96	2.52*	24.66	10.21	11.35	1.15	11.24
20 to 23	60	20	11.30	13.31	-0.58	-4.85	11.88	11.39	-0.49	-4.15
24 to 29	80	40	19.72	27.24	-2.16	-9.87	21.88	19.85	-2.03	-9.26
30+	160	70	48.08	46.27	0.52	1.09	47.56	49.17	1.61	3.38
High school graduation year										
Before 1998	200	90	57.43	63.15	-1.64	-2.78	59.07	58.40	-0.67	-1.13
1998–2002	100	40	23.85	20.62	0.93	4.05	22.92	23.92	1.00	4.36
2003–04	80	30	17.04	16.10	0.27	1.60	16.77	15.91	-0.86	-5.12
Did not complete high school	#	#	1.68	0.13	0.45	36.13	1.24	1.76	0.52	42.37
Dependency status at base year										
Dependent	100	40	23.28	16.61	1.91	8.96	21.37	21.33	-0.03	-0.16
Independent	280	120	76.72	83.39	-1.91	-2.43	78.63	78.67	0.03	0.04
Income level at base year										
Dependent										
Less than \$10,000	10	#	2.75	0.41	0.67	32.33	2.08	2.66	0.59	28.35
\$10,000–\$19,999	20	10	5.85	2.16	1.06	22.08	4.79	5.21	0.41	8.64
\$20,000–\$29,999	20	10	2.26	2.76	-0.14	-5.96	2.40	1.84	-0.56	-23.38
\$30,000–\$39,999	20	10	3.37	5.73	-0.68	-16.72	4.05	3.33	-0.71	-17.61
\$40,000–\$49,999	10	#	0.52	1.00	-0.14	-20.84	0.66	0.47	-0.19	-28.88
\$50,000–\$59,999	10	#	2.86	1.46	0.40	16.43	2.46	2.88	0.42	17.00
\$60,000–\$69,999	10	#	0.89	0.40	0.14	18.70	0.75	0.78	0.02	2.95
\$70,000–\$79,999	10	#	3.66	0.47	0.91	33.37	2.74	3.22	0.48	17.34
\$80,000–\$99,999	#	#	0.07	2.22	-0.62	-89.63	0.69	0.05	-0.63	-92.36
\$100,000 or more	10	†	1.04	†	0.30	40.27	0.74	0.89	0.15	20.09

See notes at end of table.

Table M-22. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	30	20	5.37	20.18	-4.25*	-44.21	9.62	5.37	-4.25*	-44.23
\$10,000–\$19,999	100	50	21.42	29.93	-2.44	-10.23	23.87	22.59	-1.28	-5.35
\$20,000–\$29,999	60	20	19.31	15.07	1.22	6.72	18.10	18.39	0.29	1.60
\$30,000–\$49,999	60	20	16.49	12.15	1.25	8.17	15.25	17.85	2.61	17.09
\$50,000 or more	30	20	14.13	6.05	2.32	19.64	11.81	14.48	2.67	22.61
Race/ethnicity										
White	290	110	69.07	59.17	2.84	4.29	66.22	68.97	2.75	4.15
Black or African American	30	20	8.26	9.66	-0.40	-4.64	8.67	7.34	-1.32	-15.27
Hispanic or Latino	30	20	16.39	13.86	0.73	4.64	15.66	16.70	1.03	6.59
Asian	10	#	1.68	7.15	-1.57*	-48.37	3.25	2.24	-1.01	-31.12
All other race/ethnicities including more than one race	20	20	4.60	10.16	-1.59	-25.72	6.20	4.75	-1.45	-23.31
Gender										
Male	140	70	39.80	45.09	-1.52	-3.67	41.32	42.30	0.98	2.37
Female	240	90	60.20	54.91	1.52	2.59	58.68	57.70	-0.98	-1.67
Marital status at base year										
Single, divorced, or widowed	230	90	57.85	55.34	0.72	1.26	57.13	57.07	-0.06	-0.11
Married	130	60	39.24	40.97	-0.50	-1.25	39.74	40.23	0.50	1.25
Separated	20	10	2.91	3.69	-0.23	-7.19	3.13	2.70	-0.43	-13.82
Citizen status at base year										
US citizen	370	150	93.26	91.90	0.39	0.42	92.87	93.02	0.15	0.16
Resident alien	20	10	6.42	8.10	-0.48	-6.97	6.90	6.26	-0.64	-9.32
Foreign or international student	#	†	0.32	†	0.09	40.27	0.22	0.72	0.50	221.47

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 panel weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-23. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, 2-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	180	30	2.50	3.28	-0.13	-4.90	2.63	2.55	-0.08	-2.98
Mideast DE-DC, MD, NJ, NY, PA	680	130	10.55	9.75	0.13	1.26	10.42	10.52	0.11	1.02
Great Lakes-IL, IN, MI, OH, WI	1,000	140	20.58	16.09	0.73*	3.70	19.85	20.18	0.33	1.66
Plains-IA, KS, MN, MO, NE, ND, SD	620	110	7.49	6.98	0.08	1.13	7.41	7.25	-0.16	-2.12
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	1,310	260	21.47	22.83	-0.22	-1.03	21.69	21.68	-0.01	-0.06
Southwest-AZ, NM, OK, TX	780	150	15.17	18.08	-0.48	-3.04	15.65	15.69	0.04	0.26
Rocky Mountains-CO, ID, MT, UT, WY	90	20	1.02	0.65	0.06	6.40	0.96	1.01	0.05	4.82
Far West-AK, CA, HI, NV, OR, WA	700	120	21.20	22.33	-0.18	-0.87	21.38	21.11	-0.27	-1.27
Other Jurisdictions-PR	#	#	0.02	0.01	#	5.54	0.02	0.02	#	-11.87
CPS record available at base year										
Yes	3,370	530	54.70	48.96	0.94*	1.75	53.76	53.47	-0.29	-0.54
No	2,000	410	45.30	51.04	-0.94*	-2.03	46.24	46.53	0.29	0.63
Applied for federal aid										
Yes	3,650	630	59.82	60.11	-0.05	-0.08	59.87	58.94	-0.92*	-1.54
No	1,720	320	40.18	39.89	0.05	0.12	40.13	41.06	0.92*	2.30
Pell Grant status										
Received	1,940	330	28.52	26.53	0.33	1.16	28.20	28.45	0.25	0.89
Did not receive	3,420	620	71.48	73.47	-0.33	-0.46	71.80	71.55	-0.25	-0.35
Total Pell Grant amount received										
\$0	3,420	620	71.48	73.47	-0.33	-0.46	71.80	71.55	-0.25	-0.35
Up to \$2,000	720	140	13.46	13.66	-0.03	-0.24	13.49	13.77	0.28	2.07
\$2,001-\$3,700	730	120	9.96	9.21	0.12	1.25	9.84	9.87	0.03	0.30
\$3,701 or more	490	70	5.11	3.66	0.24*	4.86	4.87	4.81	-0.06	-1.19
Stafford Loan status										
Received	940	160	10.94	9.53	0.23	2.16	10.71	10.68	-0.03	-0.31
Did not receive	4,420	780	89.06	90.47	-0.23	-0.26	89.29	89.32	0.03	0.04
Total Stafford Loan amount received										
\$0	4,420	780	89.06	90.47	-0.23	-0.26	89.29	89.32	0.03	0.04
Up to \$2,624	350	70	5.01	4.53	0.08	1.58	4.93	4.97	0.03	0.70
\$2,625	420	60	4.57	3.29	0.21	4.80	4.36	4.31	-0.05	-1.15
\$2,626 or more	180	40	1.36	1.70	-0.06	-3.90	1.42	1.40	-0.02	-1.22

See notes at end of table.

Table M-23. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, 2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	240	50	4.98	3.82	0.19	3.95	4.79	4.74	-0.05	-0.99
1,822–6,690	1,300	270	23.11	25.45	-0.38	-1.64	23.49	22.82	-0.67	-2.84
6,691–16,522	2,040	360	34.64	35.80	-0.19	-0.55	34.83	35.48	0.65	1.87
16,523 or more	1,760	260	37.00	34.13	0.47	1.28	36.53	36.69	0.17	0.46
Unknown	30	10	0.28	0.79	-0.08	-22.53	0.37	0.26	-0.10	-28.17
Age at base year										
15 to 18	2,050	260	36.34	26.30	1.64*	4.74	34.70	34.16	-0.54	-1.54
19	1,300	210	22.35	20.30	0.34	1.53	22.02	21.95	-0.07	-0.30
20 to 23	820	170	15.54	17.81	-0.37	-2.34	15.91	16.39	0.48	3.02
24 to 29	450	120	8.52	12.18	-0.60*	-6.58	9.12	9.37	0.26	2.82
30+	740	190	17.25	23.41	-1.01*	-5.52	18.26	18.12	-0.14	-0.75
High school graduation year										
Before 1998	1,030	270	23.00	32.26	-1.52*	-6.18	24.52	24.41	-0.11	-0.43
1998–2002	1,110	230	21.63	23.28	-0.27	-1.24	21.90	22.57	0.68*	3.08
2003–04	3,180	430	54.54	40.64	2.28*	4.36	52.27	52.09	-0.18	-0.35
Did not complete high school	40	20	0.83	3.82	-0.49*	-37.20	1.32	0.93	-0.39	-29.48
Dependency status at base year										
Dependent	3,700	550	65.37	53.80	1.89*	2.99	63.48	63.23	-0.25	-0.39
Independent	1,660	400	34.63	46.20	-1.89*	-5.19	36.52	36.77	0.25	0.68
Income level at base year										
Dependent										
Less than \$10,000	280	50	4.39	5.12	-0.12	-2.66	4.51	4.22	-0.29	-6.51
\$10,000–\$19,999	370	60	5.71	5.55	0.03	0.47	5.68	5.47	-0.22	-3.80
\$20,000–\$29,999	450	60	7.28	4.48	0.46*	6.72	6.82	7.04	0.22	3.21
\$30,000–\$39,999	450	60	7.84	5.60	0.37*	4.91	7.48	7.61	0.13	1.80
\$40,000–\$49,999	400	60	6.39	6.53	-0.02	-0.36	6.41	6.29	-0.12	-1.85
\$50,000–\$59,999	350	60	6.02	6.43	-0.07	-1.11	6.09	5.92	-0.17	-2.73
\$60,000–\$69,999	370	50	7.20	5.50	0.28	4.03	6.92	6.87	-0.05	-0.77
\$70,000–\$79,999	250	30	5.33	2.99	0.38*	7.72	4.94	5.04	0.10	1.99
\$80,000–\$99,999	350	40	6.23	3.72	0.41*	7.06	5.82	5.78	-0.04	-0.60
\$100,000 or more	460	70	8.99	7.87	0.18	2.07	8.81	8.99	0.18	2.08

See notes at end of table.

Table M-23. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, 2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	280	60	5.19	4.52	0.11	2.14	5.08	5.41	0.33	6.50
\$10,000–\$19,999	540	150	9.38	15.24	-0.96*	-9.28	10.34	10.33	#	-0.01
\$20,000–\$29,999	270	70	5.17	8.49	-0.54*	-9.50	5.72	5.52	-0.20	-3.45
\$30,000–\$49,999	310	70	7.42	8.55	-0.18	-2.43	7.60	7.71	0.11	1.41
\$50,000 or more	270	60	7.47	9.41	-0.32	-4.06	7.79	7.80	0.01	0.12
Race/ethnicity										
White	3,360	550	61.74	54.67	1.16*	1.91	60.58	61.06	0.47	0.78
Black or African American	840	150	13.95	15.21	-0.21	-1.45	14.16	13.85	-0.31	-2.17
Hispanic or Latino	680	160	14.93	19.57	-0.76*	-4.84	15.69	15.50	-0.19	-1.19
Asian	200	40	4.48	4.56	-0.01	-0.28	4.50	4.46	-0.04	-0.78
All other race/ethnicities including more than one race	280	50	4.89	5.99	-0.18	-3.53	5.07	5.13	0.06	1.15
Gender										
Male	2,250	480	42.44	49.94	-1.23*	-2.81	43.66	43.39	-0.28	-0.63
Female	3,110	470	57.56	50.06	1.23*	2.18	56.34	56.61	0.28	0.49
Marital status at base year										
Single, divorced, or widowed	4,590	770	83.12	79.03	0.67*	0.81	82.45	82.23	-0.22	-0.27
Married	690	160	15.67	19.08	-0.56	-3.44	16.23	16.34	0.11	0.70
Separated	80	20	1.21	1.89	-0.11	-8.46	1.32	1.43	0.11	8.25
Citizen status at base year										
US citizen	5,040	880	93.07	92.25	0.14	0.15	92.94	92.77	-0.17	-0.18
Resident alien	280	40	6.14	5.09	0.17	2.90	5.97	6.19	0.22	3.69
Foreign or international student	40	20	0.78	2.67	-0.31*	-28.22	1.09	1.04	-0.05	-4.57

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 panel weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-24. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, 4-year, non-doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	110	10	5.04	2.84	0.18	3.74	4.86	5.32	0.46	9.51
Mideast DE-DC, MD, NJ, NY, PA	360	30	22.07	26.71	-0.38	-1.71	22.45	21.75	-0.70	-3.11
Great Lakes-IL, IN, MI, OH, WI	200	20	14.24	19.26	-0.42	-2.84	14.66	14.01	-0.65	-4.44
Plains-IA, KS, MN, MO, NE, ND, SD	170	10	5.82	4.52	0.11	1.89	5.71	5.84	0.13	2.34
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	330	30	20.11	18.35	0.15	0.73	19.97	20.35	0.38	1.90
Southwest-AZ, NM, OK, TX	90	10	7.18	14.40	-0.60	-7.69	7.78	7.49	-0.29	-3.77
Rocky Mountains-CO, ID, MT, UT, WY	110	10	11.92	12.76	-0.07	-0.58	11.99	12.01	0.02	0.16
Far West-AK, CA, HI, NV, OR, WA	150	#	11.81	1.17	0.88*	8.07	10.93	11.58	0.65*	5.93
Other Jurisdictions-PR	50	†	1.81	†	0.15	9.03	1.66	1.66	#	0.04
CPS record available at base year										
Yes	1,190	80	73.55	63.42	0.84	1.15	72.71	73.07	0.36	0.49
No	370	50	26.45	36.58	-0.84	-3.07	27.29	26.93	-0.36	-1.32
Applied for federal aid										
Yes	1,250	90	77.30	75.93	0.11	0.15	77.19	76.81	-0.38	-0.49
No	320	30	22.70	24.07	-0.11	-0.50	22.81	23.19	0.38	1.64
Pell Grant status										
Received	530	50	33.03	39.06	-0.50	-1.49	33.53	33.67	0.14	0.42
Did not receive	1,040	70	66.97	60.94	0.50	0.75	66.47	66.33	-0.14	-0.21
Total Pell Grant amount received										
\$0	1,040	70	66.97	60.94	0.50	0.75	66.47	66.33	-0.14	-0.21
Up to \$2,000	160	20	10.45	10.80	-0.03	-0.28	10.48	11.14	0.66	6.35
\$2,001–\$3,700	150	20	9.96	18.59	-0.71	-6.69	10.68	10.06	-0.62	-5.83
\$3,701 or more	210	10	12.62	9.66	0.24	1.98	12.37	12.47	0.10	0.81
Stafford Loan status										
Received	700	50	41.79	37.89	0.32	0.78	41.46	41.35	-0.12	-0.29
Did not receive	870	80	58.21	62.11	-0.32	-0.55	58.54	58.65	0.12	0.20
Total Stafford Loan amount received										
\$0	870	80	58.21	62.11	-0.32	-0.55	58.54	58.65	0.12	0.20
Up to \$2,624	120	10	7.24	7.53	-0.02	-0.33	7.26	7.22	-0.04	-0.62
\$2,625	470	20	27.23	16.34	0.90*	3.43	26.33	26.44	0.11	0.41
\$2,626 or more	100	20	7.31	14.03	-0.56	-7.07	7.87	7.69	-0.18	-2.32

See notes at end of table.

Table M-24. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	90	#	5.43	1.36	0.34	6.62	5.10	5.63	0.53	10.48
1,822–6,690	650	60	30.77	39.38	-0.71	-2.27	31.48	30.90	-0.58	-1.85
6,691–16,522	600	40	46.26	41.42	0.40	0.88	45.86	45.81	-0.05	-0.11
16,523 or more	230	20	17.53	17.84	-0.03	-0.15	17.56	17.66	0.10	0.56
Unknown	†	†	†	†	†	†	†	†	†	†
Age at base year										
15 to 18	940	50	57.76	37.84	1.65*	2.94	56.11	56.97	0.86	1.54
19	430	30	27.78	22.08	0.47	1.73	27.30	27.66	0.35	1.29
20 to 23	90	20	7.05	17.35	-0.85*	-10.79	7.91	7.18	-0.72	-9.16
24 to 29	40	10	3.08	12.14	-0.75	-19.60	3.83	3.21	-0.62	-16.08
30+	60	10	4.33	10.59	-0.52	-10.69	4.85	4.98	0.13	2.60
High school graduation year										
Before 1998	90	20	7.07	17.66	-0.88*	-11.03	7.95	7.80	-0.15	-1.89
1998–2002	140	30	10.36	28.47	-1.50*	-12.66	11.86	10.60	-1.26	-10.59
2003–04	1,340	80	82.40	53.87	2.36*	2.95	80.03	81.37	1.34	1.67
Did not complete high school	#	†	0.17	†	0.01	9.03	0.16	0.23	0.07	43.78
Dependency status at base year										
Dependent	1,410	90	88.52	69.34	1.59*	1.83	86.94	87.71	0.77	0.89
Independent	150	30	11.48	30.66	-1.59*	-12.17	13.06	12.29	-0.77	-5.92
Income level at base year										
Dependent										
Less than \$10,000	60	#	3.75	2.02	0.14	3.99	3.61	4.22	0.61*	16.88
\$10,000–\$19,999	110	10	6.69	9.34	-0.22	-3.18	6.91	6.45	-0.46	-6.60
\$20,000–\$29,999	150	10	9.18	6.88	0.19	2.12	8.99	9.18	0.19	2.10
\$30,000–\$39,999	140	20	9.22	11.23	-0.17	-1.77	9.39	9.64	0.26	2.72
\$40,000–\$49,999	130	10	7.23	11.76	-0.37	-4.92	7.61	7.53	-0.08	-1.06
\$50,000–\$59,999	140	10	8.77	7.87	0.07	0.86	8.70	8.70	0.01	0.08
\$60,000–\$69,999	150	10	9.37	5.35	0.33	3.69	9.04	9.00	-0.04	-0.39
\$70,000–\$79,999	120	10	7.42	4.51	0.24	3.35	7.18	7.00	-0.19	-2.60
\$80,000–\$99,999	200	10	11.75	1.88	0.82*	7.48	10.93	11.43	0.50	4.54
\$100,000 or more	230	10	15.14	8.50	0.55	3.77	14.59	14.56	-0.03	-0.17

See notes at end of table.

Table M-24. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	40	10	2.53	8.77	-0.52	-16.95	3.05	2.65	-0.40	-13.19
\$10,000–\$19,999	50	10	3.47	7.56	-0.34	-8.89	3.81	3.74	-0.07	-1.77
\$20,000–\$29,999	30	10	1.64	8.12	-0.54	-24.66	2.18	1.65	-0.53*	-24.31
\$30,000–\$49,999	30	#	2.04	0.83	0.10	5.18	1.94	2.15	0.21	10.69
\$50,000 or more	20	10	1.79	5.39	-0.30	-14.24	2.09	2.11	0.02	0.89
Race/ethnicity										
White	1,120	70	73.52	58.39	1.25*	1.74	72.27	73.35	1.08	1.50
Black or African American	150	30	7.43	18.64	-0.93	-11.11	8.36	7.39	-0.96*	-11.51
Hispanic or Latino	160	10	9.53	11.20	-0.14	-1.43	9.67	9.62	-0.05	-0.47
Asian	60	10	5.20	5.61	-0.03	-0.65	5.23	5.09	-0.14	-2.70
All other race/ethnicities including more than one race	70	10	4.32	6.17	-0.15	-3.43	4.47	4.54	0.07	1.51
Gender										
Male	650	60	41.80	44.24	-0.20	-0.48	42.00	42.16	0.16	0.39
Female	920	70	58.20	55.76	0.20	0.35	58.00	57.84	-0.16	-0.28
Marital status at base year										
Single, divorced, or widowed	1,510	110	95.66	93.80	0.15	0.16	95.51	95.20	-0.31	-0.32
Married	50	10	3.77	6.20	-0.20	-5.06	3.97	4.23	0.26	6.59
Separated	10	†	0.57	†	0.05*	9.03	0.52	0.56	0.05	8.75
Citizen status at base year										
US citizen	1,510	110	95.60	84.29	0.94*	0.99	94.66	95.34	0.67	0.71
Resident alien	50	10	3.71	8.68	-0.41	-9.97	4.12	3.75	-0.37	-9.00
Foreign or international student	10	10	0.69	7.03	-0.53	-43.30	1.21	0.91	-0.30	-24.90

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 panel weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-25. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, 4-year, doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	170	10	5.54	5.91	-0.02	-0.34	5.55	5.60	0.04	0.78
Mideast DE-DC, MD, NJ, NY, PA	230	10	6.44	6.35	#	0.07	6.43	6.74	0.30	4.74
Great Lakes-IL, IN, MI, OH, WI	660	30	23.16	23.16	#	#	23.16	22.93	-0.23	-0.99
Plains-IA, KS, MN, MO, NE, ND, SD	310	10	6.83	7.62	-0.04	-0.58	6.87	6.72	-0.16	-2.29
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	790	20	28.57	13.74	0.75*	2.68	27.82	28.49	0.67*	2.42
Southwest-AZ, NM, OK, TX	290	20	11.38	21.08	-0.49*	-4.11	11.87	11.60	-0.27	-2.26
Rocky Mountains-CO, ID, MT, UT, WY	160	10	7.22	13.41	-0.31	-4.13	7.53	7.32	-0.22	-2.87
Far West-AK, CA, HI, NV, OR, WA	310	10	10.10	7.65	0.12	1.23	9.98	9.87	-0.11	-1.06
Other Jurisdictions-PR	30	#	0.76	1.07	-0.02	-1.95	0.78	0.74	-0.04	-5.75
CPS record available at base year										
Yes	2,160	70	73.12	54.74	0.92*	1.28	72.20	72.59	0.39	0.54
No	790	50	26.88	45.26	-0.92*	-3.32	27.80	27.41	-0.39	-1.41
Applied for federal aid										
Yes	2,250	80	75.65	58.29	0.87*	1.17	74.77	75.18	0.40	0.54
No	690	50	24.35	41.71	-0.87*	-3.46	25.23	24.82	-0.40	-1.60
Pell Grant status										
Received	700	40	23.35	26.62	-0.16	-0.70	23.51	23.52	#	0.01
Did not receive	2,250	90	76.65	73.38	0.16	0.21	76.49	76.48	#	#
Total Pell Grant amount received										
\$0	2,250	90	76.65	73.38	0.16	0.21	76.49	76.48	#	#
Up to \$2,000	220	10	7.36	10.03	-0.13	-1.79	7.49	7.43	-0.06	-0.81
\$2,001-\$3,700	220	10	7.42	8.79	-0.07	-0.92	7.49	7.46	-0.04	-0.48
\$3,701 or more	260	10	8.57	7.80	0.04	0.46	8.53	8.63	0.10	1.17
Stafford Loan status										
Received	1,220	40	41.29	34.63	0.33	0.82	40.95	41.10	0.15	0.37
Did not receive	1,720	80	58.71	65.37	-0.33	-0.57	59.05	58.90	-0.15	-0.26
Total Stafford Loan amount received										
\$0	1,720	80	58.71	65.37	-0.33	-0.57	59.05	58.90	-0.15	-0.26
Up to \$2,624	190	10	5.88	3.79	0.11	1.82	5.78	5.80	0.02	0.36
\$2,625	870	30	29.56	20.77	0.44	1.52	29.12	29.36	0.24	0.82
\$2,626 or more	160	10	5.85	10.07	-0.21	-3.51	6.06	5.95	-0.11	-1.80

See notes at end of table.

Table M-25. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	10	#	0.16	0.59	-0.02	-11.44	0.19	0.17	-0.01	-7.08
1,822–6,690	120	10	5.01	4.51	0.02	0.50	4.98	4.98	#	0.01
6,691–16,522	810	50	30.03	40.23	-0.51*	-1.68	30.54	30.58	0.04	0.13
16,523 or more	2,010	70	64.80	54.67	0.51*	0.79	64.29	64.27	-0.03	-0.04
Unknown	†	†	†	†	†	†	†	†	†	†
Age at base year										
15 to 18	1,920	70	64.71	49.73	0.75*	1.18	63.96	64.35	0.39	0.62
19	890	30	30.03	18.70	0.57*	1.93	29.46	29.78	0.31	1.06
20 to 23	90	20	3.26	17.49	-0.72*	-17.98	3.98	3.56	-0.42	-10.61
24 to 29	30	10	1.20	5.97	-0.24	-16.63	1.44	1.34	-0.10	-6.86
30+	30	10	0.79	8.10	-0.37*	-31.60	1.16	0.98	-0.19	-16.01
High school graduation year										
Before 1998	50	10	1.86	11.48	-0.48*	-20.65	2.34	2.14	-0.20	-8.74
1998–2002	110	30	5.00	25.91	-1.05*	-17.36	6.05	5.38	-0.67*	-11.12
2003–04	2,790	90	93.14	62.62	1.53*	1.67	91.61	92.48	0.88*	0.96
Did not complete high school	†	†	†	†	†	†	†	†	†	†
Dependency status at base year										
Dependent	2,840	100	95.81	78.51	0.87*	0.92	94.94	95.31	0.36	0.38
Independent	110	20	4.19	21.49	-0.87*	-17.21	5.06	4.69	-0.36	-7.14
Income level at base year										
Dependent										
Less than \$10,000	80	10	3.25	2.73	0.03	0.81	3.23	3.46	0.23	7.16
\$10,000–\$19,999	140	10	4.77	6.94	-0.11	-2.23	4.88	5.01	0.13	2.70
\$20,000–\$29,999	210	10	6.65	3.45	0.16	2.48	6.49	6.60	0.11	1.74
\$30,000–\$39,999	240	10	8.04	8.49	-0.02	-0.28	8.06	8.10	0.04	0.48
\$40,000–\$49,999	230	10	7.67	4.96	0.14	1.81	7.54	7.69	0.15	2.02
\$50,000–\$59,999	210	10	6.83	8.57	-0.09	-1.26	6.92	7.05	0.13	1.89
\$60,000–\$69,999	300	10	10.46	3.18	0.37*	3.63	10.10	10.22	0.12	1.18
\$70,000–\$79,999	220	10	7.85	5.87	0.10	1.28	7.75	7.77	0.03	0.34
\$80,000–\$99,999	420	10	13.50	9.55	0.20	1.49	13.30	13.10	-0.20	-1.49
\$100,000 or more	790	30	26.79	24.75	0.10	0.38	26.69	26.30	-0.38	-1.44

See notes at end of table.

Table M-25. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in public, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	30	#	1.22	4.77	-0.18	-12.74	1.40	1.21	-0.20	-13.95
\$10,000–\$19,999	30	10	1.01	5.94	-0.25*	-19.75	1.25	1.20	-0.05	-4.35
\$20,000–\$29,999	20	10	0.66	4.38	-0.19	-21.91	0.85	0.73	-0.12	-14.49
\$30,000–\$49,999	20	#	0.89	2.68	-0.09	-9.22	0.98	1.10	0.13	12.81
\$50,000 or more	10	#	0.40	3.72	-0.17	-29.33	0.57	0.46	-0.11	-19.80
Race/ethnicity										
White	2,070	80	68.57	58.23	0.52*	0.76	68.05	68.20	0.14	0.21
Black or African American	270	20	9.69	11.24	-0.08	-0.79	9.77	9.75	-0.02	-0.19
Hispanic or Latino	260	20	9.33	14.27	-0.25	-2.59	9.58	9.61	0.02	0.25
Asian	190	10	6.84	12.42	-0.28*	-3.94	7.12	6.80	-0.32	-4.47
All other race/ethnicities including more than one race	150	10	5.57	3.85	0.09	1.57	5.48	5.65	0.17	3.10
Gender										
Male	1,350	70	45.38	53.23	-0.39	-0.86	45.77	46.37	0.59	1.30
Female	1,600	60	54.62	46.77	0.39	0.73	54.23	53.63	-0.59	-1.09
Marital status at base year										
Single, divorced, or widowed	2,910	120	98.45	92.39	0.30*	0.31	98.15	98.12	-0.02	-0.02
Married	40	10	1.55	6.48	-0.25*	-13.77	1.80	1.88	0.08	4.39
Separated	†	#	†	1.13	-0.06	-100.00	0.06	†	-0.06	-100.00
Citizen status at base year										
US citizen	2,840	120	96.17	92.43	0.19	0.20	95.98	96.08	0.10	0.11
Resident alien	90	#	3.11	1.05	0.10	3.44	3.01	3.16	0.15	5.04
Foreign or international student	20	10	0.72	6.52	-0.29*	-28.86	1.01	0.76	-0.25*	-25.13

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 panel weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-26. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, nonprofit, less-than-4-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	10	#	1.85	1.63	0.04	2.34	1.80	1.85	0.04	2.45
Mideast DE-DC, MD, NJ, NY, PA	60	20	18.35	15.05	0.65	3.68	17.70	18.27	0.57	3.24
Great Lakes-IL, IN, MI, OH, WI	50	10	13.19	8.00	1.03	8.43	12.16	13.86	1.69	13.92
Plains-IA, KS, MN, MO, NE, ND, SD	30	10	4.21	6.67	-0.49	-10.34	4.69	4.27	-0.43	-9.10
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	70	20	20.12	26.52	-1.27	-5.92	21.38	18.44	-2.94	-13.74
Southwest-AZ, NM, OK, TX	10	#	2.39	1.49	0.18	8.07	2.22	2.28	0.06	2.88
Rocky Mountains-CO, ID, MT, UT, WY	10	#	2.31	0.50	0.36	18.29	1.95	1.97	0.02	1.18
Far West-AK, CA, HI, NV, OR, WA	140	40	20.96	30.61	-1.90	-8.33	22.86	21.97	-0.90	-3.92
Other Jurisdictions-PR	30	10	16.63	9.53	1.40	9.21	15.23	17.10	1.87	12.25
CPS record available at base year										
Yes	370	90	90.08	84.96	1.01	1.13	89.07	89.50	0.43	0.48
No	50	20	9.92	15.04	-1.01	-9.25	10.93	10.50	-0.43	-3.90
Applied for federal aid										
Yes	380	100	91.47	89.79	0.33	0.37	91.14	91.16	0.02	0.02
No	40	10	8.53	10.21	-0.33	-3.76	8.86	8.84	-0.02	-0.20
Pell Grant status										
Received	260	70	66.49	72.09	-1.11	-1.64	67.59	67.13	-0.46	-0.68
Did not receive	160	40	33.51	27.91	1.11	3.41	32.41	32.87	0.46	1.41
Total Pell Grant amount received										
\$0	160	40	33.51	27.91	1.11	3.41	32.41	32.87	0.46	1.41
Up to \$2,000	60	20	14.83	17.26	-0.48	-3.13	15.31	14.44	-0.87	-5.70
\$2,001-\$3,700	90	20	26.11	23.39	0.54	2.10	25.57	25.62	0.04	0.17
\$3,701 or more	110	30	25.54	31.44	-1.16	-4.36	26.71	27.08	0.37	1.39
Stafford Loan status										
Received	220	60	41.70	44.59	-0.57	-1.35	42.27	42.16	-0.12	-0.28
Did not receive	200	60	58.30	55.41	0.57	0.99	57.73	57.84	0.12	0.20
Total Stafford Loan amount received										
\$0	200	60	58.30	55.41	0.57	0.99	57.73	57.84	0.12	0.20
Up to \$2,624	30	10	6.78	13.93	-1.41	-17.23	8.19	6.74	-1.45	-17.72
\$2,625	60	10	12.53	8.33	0.83	7.09	11.70	12.06	0.36	3.07
\$2,626 or more	130	40	22.39	22.33	0.01	0.06	22.38	23.36	0.98	4.36

See notes at end of table.

Table M-26. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, nonprofit, less-than-4-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	330	90	72.68	80.19	-1.48	-2.00	74.17	71.48	-2.69	-3.62
1,822–6,690	80	20	23.32	19.65	0.72	3.21	22.60	24.75	2.15	9.53
6,691–16,522	#	†	1.58	†	0.31	24.60	1.27	1.81	0.54	42.67
16,523 or more	#	†	1.93	†	0.38	24.60	1.55	1.49	-0.05	-3.36
Unknown	10	#	0.49	0.16	0.07	15.54	0.42	0.47	0.05	10.73
Age at base year										
15 to 18	160	40	35.49	30.11	1.06	3.08	34.42	35.17	0.74	2.16
19	100	20	18.13	14.88	0.64	3.67	17.49	17.53	0.04	0.24
20 to 23	60	20	18.71	23.71	-0.99	-5.01	19.69	18.12	-1.57	-7.98
24 to 29	30	10	8.73	10.92	-0.43	-4.71	9.17	9.19	0.03	0.28
30+	70	30	18.94	20.38	-0.28	-1.48	19.22	19.98	0.76	3.95
High school graduation year										
Before 1998	90	30	26.36	25.75	0.12	0.46	26.24	27.81	1.57	5.98
1998–2002	90	30	26.31	31.26	-0.98	-3.58	27.29	27.80	0.51	1.88
2003–04	230	50	46.56	38.51	1.59	3.53	44.98	43.64	-1.33	-2.97
Did not complete high school	#	10	0.77	4.48	-0.73	-48.88	1.50	0.75	-0.75	-49.95
Dependency status at base year										
Dependent	270	60	59.12	50.70	1.66	2.89	57.46	58.37	0.92	1.59
Independent	150	60	40.88	49.30	-1.66	-3.91	42.54	41.63	-0.92	-2.15
Income level at base year										
Dependent										
Less than \$10,000	40	10	11.07	15.89	-0.95	-7.91	12.02	13.17	1.14	9.50
\$10,000–\$19,999	40	10	7.15	5.47	0.33	4.87	6.82	7.51	0.69	10.13
\$20,000–\$29,999	40	10	11.49	10.75	0.15	1.29	11.34	10.67	-0.68	-5.96
\$30,000–\$39,999	40	10	6.53	2.88	0.72	12.42	5.81	5.90	0.10	1.69
\$40,000–\$49,999	20	#	2.80	3.85	-0.21	-6.88	3.01	2.71	-0.30	-10.01
\$50,000–\$59,999	10	10	2.57	5.83	-0.64	-20.02	3.21	2.60	-0.61	-18.98
\$60,000–\$69,999	30	#	4.06	1.05	0.59	17.11	3.46	3.84	0.38	10.99
\$70,000–\$79,999	10	10	2.51	3.63	-0.22	-8.11	2.73	2.33	-0.40	-14.78
\$80,000–\$99,999	20	#	2.69	0.52	0.43	18.95	2.26	2.36	0.10	4.27
\$100,000 or more	20	#	8.25	0.83	1.47	21.61	6.78	7.28	0.50	7.33

See notes at end of table.

Table M-26. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, nonprofit, less-than-4-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	40	20	10.82	19.14	-1.64	-13.18	12.46	11.22	-1.24	-9.95
\$10,000–\$19,999	70	20	18.12	16.34	0.35	1.98	17.77	18.35	0.59	3.30
\$20,000–\$29,999	20	10	5.80	6.45	-0.13	-2.17	5.93	5.76	-0.17	-2.80
\$30,000–\$49,999	10	10	3.90	4.42	-0.10	-2.57	4.00	4.05	0.04	1.06
\$50,000 or more	10	#	2.25	2.96	-0.14	-5.88	2.39	2.25	-0.14	-5.90
Race/ethnicity										
White	180	40	40.15	32.03	1.60	4.16	38.55	38.60	0.05	0.12
Black or African American	50	20	13.18	26.13	-2.56	-16.24	15.74	12.69	-3.05	-19.39
Hispanic or Latino	110	40	34.97	32.85	0.42	1.21	34.55	36.67	2.12	6.13
Asian	30	#	4.41	2.19	0.44	11.03	3.97	4.72	0.75	18.87
All other race/ethnicities including more than one race	50	10	7.28	6.79	0.10	1.35	7.19	7.32	0.14	1.89
Gender										
Male	140	30	38.06	28.89	1.81	4.99	36.25	39.88	3.64	10.04
Female	270	80	61.94	71.11	-1.81	-2.84	63.75	60.12	-3.64	-5.71
Marital status at base year										
Single, divorced, or widowed	360	90	80.45	76.00	0.88	1.10	79.57	80.65	1.08	1.36
Married	50	20	16.75	16.78	-0.01	-0.04	16.76	16.49	-0.27	-1.60
Separated	10	10	2.80	7.22	-0.87	-23.74	3.67	2.86	-0.81	-22.12
Citizen status at base year										
US citizen	380	90	90.93	83.34	1.50	1.68	89.43	90.28	0.84	0.94
Resident alien	40	20	8.52	15.79	-1.44	-14.42	9.95	8.95	-1.00	-10.08
Foreign or international student	10	#	0.55	0.87	-0.06	-10.33	0.61	0.77	0.16	26.29

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 panel weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-27. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	210	10	8.20	12.65	-0.35	-4.11	8.55	7.99	-0.56	-6.58
Mideast DE-DC, MD, NJ, NY, PA	340	20	16.38	7.83	0.68	4.30	15.71	16.52	0.81	5.16
Great Lakes-IL, IN, MI, OH, WI	410	30	19.90	22.30	-0.19	-0.94	20.09	19.94	-0.15	-0.77
Plains-IA, KS, MN, MO, NE, ND, SD	470	20	18.52	11.40	0.56	3.13	17.95	18.65	0.70	3.90
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	440	30	21.00	35.81	-1.17	-5.27	22.17	21.40	-0.77	-3.46
Southwest-AZ, NM, OK, TX	60	#	2.36	0.27	0.17*	7.53	2.19	2.38	0.19	8.54
Rocky Mountains-CO, ID, MT, UT, WY	40	†	2.23	†	0.18*	8.57	2.06	2.12	0.07	3.25
Far West-AK, CA, HI, NV, OR, WA	180	10	7.53	4.77	0.22	2.98	7.31	7.23	-0.08	-1.10
Other Jurisdictions-PR	30	#	3.88	5.00	-0.09	-2.21	3.97	3.77	-0.20	-5.09
CPS record available at base year										
Yes	1,820	80	82.92	67.23	1.24*	1.52	81.68	81.35	-0.33	-0.41
No	350	30	17.08	32.77	-1.24*	-6.76	18.32	18.65	0.33	1.82
Applied for federal aid										
Yes	1,870	90	85.26	70.12	1.20*	1.42	84.06	83.86	-0.21	-0.24
No	300	30	14.74	29.88	-1.20*	-7.50	15.94	16.14	0.21	1.29
Pell Grant status										
Received	620	50	31.79	40.64	-0.70	-2.15	32.49	32.56	0.07	0.21
Did not receive	1,540	70	68.21	59.36	0.70	1.04	67.51	67.44	-0.07	-0.10
Total Pell Grant amount received										
\$0	1,540	70	68.21	59.36	0.70	1.04	67.51	67.44	-0.07	-0.10
Up to \$2,000	210	20	11.75	18.95	-0.57	-4.61	12.32	12.01	-0.31	-2.51
\$2,001-\$3,700	200	20	10.36	12.60	-0.18	-1.68	10.54	10.82	0.28	2.69
\$3,701 or more	210	10	9.68	9.09	0.05	0.48	9.63	9.73	0.09	0.98
Stafford Loan status										
Received	1,330	60	58.59	41.86	1.32*	2.31	57.27	57.91	0.64	1.11
Did not receive	840	60	41.41	58.14	-1.32*	-3.09	42.73	42.09	-0.64	-1.49
Total Stafford Loan amount received										
\$0	840	60	41.41	58.14	-1.32*	-3.09	42.73	42.09	-0.64	-1.49
Up to \$2,624	140	10	5.63	5.32	0.02	0.43	5.60	5.53	-0.08	-1.36
\$2,625	980	20	40.49	10.55	2.36*	6.20	38.13	39.46	1.33*	3.48
\$2,626 or more	210	30	12.47	25.99	-1.07*	-7.88	13.54	12.92	-0.62*	-4.55

See notes at end of table.

Table M-27. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	1,020	40	41.70	26.50	1.20	2.96	40.50	41.11	0.61	1.50
1,822–6,690	1,050	50	50.54	39.43	0.88	1.77	49.67	50.34	0.67	1.35
6,691–16,522	80	10	5.54	9.94	-0.35	-5.89	5.89	5.79	-0.10	-1.65
16,523 or more	20	10	1.52	18.92	-1.37	-47.45	2.89	1.78	-1.12	-38.54
Unknown	10	#	0.69	5.21	-0.36	-34.11	1.05	0.98	-0.07	-6.47
Age at base year										
15 to 18	1,230	30	55.28	23.64	2.50*	4.73	52.78	53.78	1.00	1.89
19	720	30	30.50	19.47	0.87*	2.94	29.63	29.87	0.24	0.80
20 to 23	100	20	5.38	22.12	-1.32*	-19.70	6.71	5.72	-0.99	-14.70
24 to 29	40	10	3.30	13.88	-0.84*	-20.20	4.14	3.96	-0.18	-4.35
30+	70	20	5.53	20.89	-1.21*	-17.98	6.74	6.67	-0.07	-1.03
High school graduation year										
Before 1998	100	30	8.22	30.55	-1.76*	-17.65	9.98	9.81	-0.17	-1.73
1998–2002	130	30	7.74	30.46	-1.79*	-18.81	9.54	8.27	-1.26*	-13.26
2003–04	1,930	60	84.00	38.99	3.55*	4.42	80.45	81.88	1.43*	1.77
Did not complete high school	#	†	0.03	†	#	8.57	0.03	0.04	0.01	31.36
Dependency status at base year										
Dependent	2,010	70	88.47	54.12	2.71*	3.16	85.76	86.47	0.71	0.83
Independent	160	50	11.53	45.88	-2.71*	-19.03	14.24	13.53	-0.71	-5.00
Income level at base year										
Dependent										
Less than \$10,000	70	10	3.49	6.61	-0.25	-6.59	3.73	3.84	0.10	2.76
\$10,000–\$19,999	100	#	5.12	3.96	0.09	1.82	5.03	5.28	0.25	5.04
\$20,000–\$29,999	170	10	6.87	4.67	0.17	2.59	6.70	6.87	0.17	2.50
\$30,000–\$39,999	180	10	9.10	4.25	0.38*	4.39	8.71	8.98	0.27	3.12
\$40,000–\$49,999	170	10	8.40	9.12	-0.06	-0.67	8.46	8.52	0.07	0.78
\$50,000–\$59,999	160	10	6.41	5.21	0.09	1.50	6.32	6.39	0.07	1.15
\$60,000–\$69,999	180	#	7.78	1.41	0.50*	6.91	7.27	7.36	0.09	1.20
\$70,000–\$79,999	170	10	6.47	3.60	0.23	3.63	6.24	6.10	-0.15	-2.39
\$80,000–\$99,999	310	#	13.50	1.99	0.91*	7.21	12.59	12.80	0.21	1.66
\$100,000 or more	500	10	21.33	13.30	0.63	3.06	20.70	20.33	-0.37	-1.78

See notes at end of table.

Table M-27. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	20	10	0.95	5.57	-0.36	-27.70	1.32	0.99	-0.33	-25.12
\$10,000–\$19,999	50	10	3.74	15.97	-0.97*	-20.54	4.70	4.36	-0.34	-7.22
\$20,000–\$29,999	30	#	2.17	0.89	0.10	4.87	2.07	2.38	0.32	15.29
\$30,000–\$49,999	30	10	2.30	10.22	-0.63*	-21.40	2.92	2.73	-0.19	-6.49
\$50,000 or more	30	10	2.38	13.22	-0.86*	-26.44	3.24	3.07	-0.17	-5.18
Race/ethnicity										
White	1,670	60	71.96	54.27	1.40*	1.98	70.56	70.34	-0.22	-0.31
Black or African American	210	30	12.45	27.82	-1.21*	-8.88	13.67	13.29	-0.37	-2.74
Hispanic or Latino	140	10	9.52	12.21	-0.21	-2.18	9.74	9.83	0.09	0.92
Asian	60	#	2.55	3.70	-0.09	-3.42	2.64	2.99	0.34	12.97
All other race/ethnicities including more than one race	90	10	3.51	2.00	0.12	3.53	3.39	3.55	0.16	4.72
Gender										
Male	910	60	43.23	48.86	-0.44	-1.02	43.68	44.55	0.87	1.99
Female	1,260	60	56.77	51.14	0.44	0.79	56.32	55.45	-0.87	-1.54
Marital status at base year										
Single, divorced, or widowed	2,100	100	95.19	82.25	1.02*	1.08	94.17	94.37	0.20	0.21
Married	50	20	3.55	17.75	-1.12*	-24.01	4.67	4.25	-0.42	-8.90
Separated	10	†	1.26	†	0.10*	8.57	1.16	1.38	0.22	18.50
Citizen status at base year										
US citizen	2,100	110	95.81	92.95	0.23	0.24	95.58	94.97	-0.62	-0.64
Resident alien	40	10	2.41	2.43	#	-0.08	2.41	2.50	0.09	3.83
Foreign or international student	30	10	1.78	4.62	-0.22	-11.17	2.01	2.53	0.52	26.05

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 panel weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-28. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	310	20	26.59	49.65	-0.81	-2.94	27.40	26.73	-0.67	-2.46
Mideast DE-DC, MD, NJ, NY, PA	440	10	28.24	26.32	0.07	0.24	28.18	28.77	0.60	2.12
Great Lakes-IL, IN, MI, OH, WI	170	#	10.79	5.27	0.19	1.82	10.60	10.68	0.08	0.76
Plains-IA, KS, MN, MO, NE, ND, SD	50	†	2.35	†	0.08*	3.63	2.27	2.26	-0.01	-0.57
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	160	#	10.87	4.72	0.22	2.02	10.66	10.74	0.08	0.76
Southwest-AZ, NM, OK, TX	100	#	4.46	3.83	0.02	0.50	4.43	4.46	0.02	0.56
Rocky Mountains-CO, ID, MT, UT, WY	60	#	4.16	3.56	0.02	0.50	4.14	4.08	-0.06	-1.50
Far West-AK, CA, HI, NV, OR, WA	160	#	11.57	2.92	0.30	2.69	11.27	11.33	0.06	0.49
Other Jurisdictions-PR	30	#	0.95	3.73	-0.10	-9.24	1.05	0.96	-0.09	-8.60
CPS record available at base year										
Yes	1,080	20	72.46	44.45	0.98*	1.37	71.48	71.18	-0.30	-0.43
No	390	20	27.54	55.55	-0.98*	-3.44	28.52	28.82	0.30	1.07
Applied for federal aid										
Yes	1,130	30	76.10	64.72	0.40	0.53	75.70	75.26	-0.44	-0.57
No	340	20	23.90	35.28	-0.40	-1.64	24.30	24.74	0.44	1.79
Pell Grant status										
Received	330	10	21.26	21.34	#	-0.01	21.26	21.17	-0.09	-0.41
Did not receive	1,140	40	78.74	78.66	#	#	78.74	78.83	0.09	0.11
Total Pell Grant amount received										
\$0	1,140	40	78.74	78.66	#	#	78.74	78.83	0.09	0.11
Up to \$2,000	120	#	7.47	6.69	0.03	0.36	7.44	7.40	-0.04	-0.57
\$2,001–\$3,700	90	#	5.78	7.85	-0.07	-1.24	5.86	5.83	-0.03	-0.53
\$3,701 or more	130	0	8.00	6.80	0.04	0.53	7.96	7.95	-0.01	-0.17
Stafford Loan status										
Received	720	20	48.94	36.69	0.43	0.88	48.52	48.44	-0.08	-0.16
Did not receive	760	30	51.06	63.31	-0.43	-0.83	51.48	51.56	0.08	0.15
Total Stafford Loan amount received										
\$0	760	30	51.06	63.31	-0.43	-0.83	51.48	51.56	0.08	0.15
Up to \$2,624	60	0	3.35	3.00	0.01	0.36	3.34	3.27	-0.07	-2.04
\$2,625	560	10	37.33	24.05	0.46	1.26	36.86	36.67	-0.19	-0.52
\$2,626 or more	100	#	8.27	9.64	-0.05	-0.58	8.32	8.50	0.19	2.24

See notes at end of table.

Table M-28. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	100	10	6.29	14.55	-0.29	-4.39	6.58	6.23	-0.36	-5.41
1,822–6,690	610	20	40.33	20.52	0.69	1.75	39.64	40.27	0.63	1.60
6,691–16,522	530	20	37.06	59.59	-0.79	-2.08	37.85	37.43	-0.42	-1.11
16,523 or more	240	#	16.23	5.34	0.38*	2.40	15.84	15.99	0.15	0.94
Unknown	#	†	0.08	†	#	3.63	0.08	0.07	-0.01	-8.53
Age at base year										
15 to 18	1,010	30	68.34	54.67	0.48	0.71	67.86	67.48	-0.39	-0.57
19	400	10	27.64	25.73	0.07	0.24	27.58	27.44	-0.14	-0.50
20 to 23	40	#	2.98	18.97	-0.56	-15.83	3.54	3.58	0.04	1.15
24 to 29	10	#	0.30	0.40	#	-1.12	0.31	0.42	0.11	35.90
30+	10	#	0.73	0.22	0.02	2.51	0.72	1.09	0.37	51.96
High school graduation year										
Before 1998	20	#	1.14	0.40	0.03	2.32	1.11	1.59	0.48	43.01
1998–2002	50	10	3.92	25.89	-0.77	-16.42	4.68	4.36	-0.33	-6.95
2003–04	1,400	40	94.23	73.48	0.73	0.78	93.50	93.13	-0.38	-0.40
Did not complete high school	#	#	0.72	0.22	0.02	2.48	0.70	0.92	0.22	31.81
Dependency status at base year										
Dependent	1,440	40	98.13	99.38	-0.04	-0.04	98.17	97.54	-0.63	-0.64
Independent	40	#	1.87	0.62	0.04	2.39	1.83	2.46	0.63	34.35
Income level at base year										
Dependent										
Less than \$10,000	50	#	2.89	0.86	0.07	2.52	2.82	2.91	0.09	3.26
\$10,000–\$19,999	80	10	5.25	8.66	-0.12	-2.22	5.37	5.51	0.13	2.49
\$20,000–\$29,999	100	10	6.29	25.72	-0.68	-9.76	6.97	6.26	-0.71	-10.23
\$30,000–\$39,999	120	#	8.41	8.56	-0.01	-0.06	8.42	8.22	-0.20	-2.33
\$40,000–\$49,999	110	10	8.16	8.22	#	-0.03	8.16	8.60	0.44	5.38
\$50,000–\$59,999	90	#	5.98	5.41	0.02	0.34	5.96	5.88	-0.08	-1.41
\$60,000–\$69,999	110	10	8.57	12.81	-0.15	-1.71	8.71	8.84	0.12	1.42
\$70,000–\$79,999	80	#	5.06	3.28	0.06	1.25	5.00	5.27	0.27	5.40
\$80,000–\$99,999	190	10	12.29	9.42	0.10	0.83	12.19	12.01	-0.18	-1.50
\$100,000 or more	510	10	35.22	16.44	0.66	1.90	34.56	34.05	-0.51	-1.48

See notes at end of table.

Table M-28. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	10	†	0.61	†	0.02	3.63	0.59	0.60	0.01	0.89
\$10,000–\$19,999	10	#	0.34	0.40	#	-0.66	0.34	0.63	0.29	83.62
\$20,000–\$29,999	10	#	0.16	0.22	#	-1.45	0.16	0.20	0.04	26.88
\$30,000–\$49,999	10	†	0.41	†	0.01	3.63	0.40	0.60	0.20	50.86
\$50,000 or more	10	†	0.35	†	0.01	3.63	0.34	0.43	0.09	27.26
Race/ethnicity										
White	1,010	30	68.44	53.91	0.51	0.75	67.93	67.15	-0.78	-1.15
Black or African American	120	10	8.56	11.97	-0.12	-1.37	8.68	8.41	-0.26	-3.02
Hispanic or Latino	140	10	9.91	13.72	-0.13	-1.33	10.04	10.61	0.57	5.64
Asian	130	#	8.80	20.00	-0.39	-4.26	9.20	9.55	0.36	3.87
All other race/ethnicities including more than one race	70	#	4.29	0.40	0.14*	3.27	4.15	4.27	0.12	2.99
Gender										
Male	600	30	42.22	58.20	-0.56	-1.31	42.78	43.42	0.65	1.51
Female	870	20	57.78	41.80	0.56	0.98	57.22	56.58	-0.65	-1.13
Marital status at base year										
Single, divorced, or widowed	1,460	50	99.50	100.00	-0.02*	-0.02	99.52	99.27	-0.25	-0.25
Married	10	†	0.37	†	0.01	3.63	0.36	0.55	0.19	53.87
Separated	#	†	0.13	†	#	3.63	0.12	0.18	0.05	42.14
Citizen status at base year										
US citizen	1,410	40	94.59	67.19	0.96	1.02	93.63	92.65	-0.98	-1.05
Resident alien	30	†	2.92	†	0.10*	3.63	2.81	3.27	0.46	16.35
Foreign or international student	30	10	2.49	32.81	-1.06	-29.87	3.55	4.07	0.52	14.67

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 panel weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-29. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, for-profit, less-than-2-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	70	40	4.09	7.23	-1.11	-21.36	5.20	4.23	-0.97	-18.64
Mideast DE-DC, MD, NJ, NY, PA	160	100	14.91	18.05	-1.11	-6.93	16.02	14.42	-1.60	-9.96
Great Lakes-IL, IN, MI, OH, WI	120	60	16.35	15.82	0.19	1.16	16.17	15.58	-0.58	-3.59
Plains-IA, KS, MN, MO, NE, ND, SD	40	20	3.26	3.47	-0.07	-2.19	3.33	3.66	0.33	9.87
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	150	70	14.82	10.21	1.63*	12.36	13.19	14.55	1.36	10.30
Southwest-AZ, NM, OK, TX	200	110	28.31	30.74	-0.86	-2.95	29.17	30.26	1.09	3.72
Rocky Mountains-CO, ID, MT, UT, WY	20	10	0.74	0.73	#	0.08	0.74	0.78	0.04	6.00
Far West-AK, CA, HI, NV, OR, WA	150	70	12.93	10.59	0.83	6.84	12.10	12.35	0.25	2.04
Other Jurisdictions-PR	50	20	4.59	3.16	0.51	12.37	4.08	4.17	0.08	1.98
CPS record available at base year										
Yes	880	450	95.39	95.35	0.02	0.02	95.38	95.18	-0.20	-0.21
No	70	40	4.61	4.65	-0.02	-0.34	4.62	4.82	0.20	4.39
Applied for federal aid										
Yes	900	460	96.67	97.92	-0.44	-0.45	97.12	96.59	-0.52	-0.54
No	50	30	3.33	2.08	0.44	15.31	2.88	3.41	0.52	18.16
Pell Grant status										
Received	720	370	90.61	93.48	-1.02	-1.11	91.62	90.83	-0.80	-0.87
Did not receive	240	120	9.39	6.52	1.02	12.13	8.38	9.17	0.80	9.51
Total Pell Grant amount received										
\$0	240	120	9.39	6.52	1.02	12.13	8.38	9.17	0.80	9.51
Up to \$2,000	160	80	18.68	21.84	-1.12	-5.65	19.79	19.33	-0.46	-2.35
\$2,001-\$3,700	270	130	35.85	35.75	0.03	0.10	35.82	36.74	0.92	2.56
\$3,701 or more	290	160	36.08	35.89	0.07	0.19	36.01	34.76	-1.25*	-3.47
Stafford Loan status										
Received	680	340	74.46	72.99	0.52	0.70	73.94	74.33	0.39	0.53
Did not receive	280	160	25.54	27.01	-0.52	-1.99	26.06	25.67	-0.39	-1.51
Total Stafford Loan amount received										
\$0	280	160	25.54	27.01	-0.52	-1.99	26.06	25.67	-0.39	-1.51
Up to \$2,624	110	50	18.18	14.25	1.39	8.27	16.79	18.44	1.65	9.85
\$2,625	110	40	14.22	5.74	3.00*	26.71	11.22	13.03	1.81*	16.10
\$2,626 or more	460	250	42.06	52.99	-3.87*	-8.42	45.93	42.86	-3.07*	-6.67

See notes at end of table.

Table M-29. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, for-profit, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	900	470	96.58	96.59	-0.01	-0.01	96.58	96.87	0.29	0.30
1,822–6,690	20	20	1.53	2.74	-0.42	-21.68	1.96	1.49	-0.47	-24.11
6,691–16,522	10	†	0.56	†	0.20*	54.71	0.36	0.39	0.03	8.18
16,523 or more	10	#	0.76	0.13	0.22	41.06	0.54	0.79	0.25	46.58
Unknown	20	10	0.57	0.54	0.01	2.05	0.56	0.46	-0.09	-16.88
Age at base year										
15 to 18	190	100	20.93	20.81	0.04	0.19	20.89	18.78	-2.10	-10.08
19	160	70	15.90	13.67	0.79	5.22	15.11	13.73	-1.38	-9.12
20 to 23	220	110	25.43	23.90	0.54	2.18	24.89	27.88	2.99*	12.02
24 to 29	180	100	17.84	21.07	-1.14	-6.02	18.98	18.87	-0.11	-0.59
30+	220	120	19.90	20.55	-0.23	-1.14	20.13	20.73	0.60	3.00
High school graduation year										
Before 1998	310	170	27.95	31.38	-1.22	-4.17	29.16	29.51	0.35	1.19
1998–2002	290	150	31.63	31.18	0.16	0.51	31.47	32.62	1.15	3.65
2003–04	310	140	34.98	33.20	0.63	1.84	34.35	32.52	-1.84	-5.35
Did not complete high school	50	30	5.44	4.24	0.43	8.48	5.02	5.36	0.34	6.78
Dependency status at base year										
Dependent	370	190	40.69	38.77	0.68	1.69	40.01	38.15	-1.86	-4.65
Independent	580	310	59.31	61.23	-0.68	-1.13	59.99	61.85	1.86	3.10
Income level at base year										
Dependent										
Less than \$10,000	60	30	6.19	8.22	-0.72	-10.36	6.91	6.24	-0.66	-9.61
\$10,000–\$19,999	90	40	9.02	10.04	-0.36	-3.85	9.38	8.67	-0.71	-7.54
\$20,000–\$29,999	70	40	10.67	8.70	0.70	6.97	9.97	9.72	-0.25	-2.54
\$30,000–\$39,999	40	30	6.86	7.82	-0.34	-4.71	7.20	5.94	-1.26	-17.55
\$40,000–\$49,999	30	10	2.74	1.91	0.29	12.01	2.45	2.78	0.33	13.36
\$50,000–\$59,999	30	10	2.06	0.36	0.60*	41.11	1.46	2.03	0.57*	38.68
\$60,000–\$69,999	10	10	0.66	0.19	0.16*	33.57	0.49	0.56	0.07	15.15
\$70,000–\$79,999	10	#	0.45	0.10	0.12*	37.99	0.33	0.53	0.20*	59.94
\$80,000–\$99,999	20	10	0.70	0.37	0.12	19.74	0.58	0.55	-0.03	-5.12
\$100,000 or more	20	10	1.33	1.05	0.10	8.02	1.23	1.13	-0.11	-8.63

See notes at end of table.

Table M-29. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, for-profit, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	130	80	14.91	14.31	0.21	1.45	14.70	15.63	0.93	6.31
\$10,000–\$19,999	260	140	30.18	33.08	-1.02	-3.28	31.21	32.46	1.26	4.03
\$20,000–\$29,999	100	40	9.59	6.54	1.08	12.69	8.51	9.34	0.83	9.79
\$30,000–\$49,999	50	30	3.87	6.10	-0.79	-16.98	4.66	3.46	-1.19*	-25.63
\$50,000 or more	30	20	0.76	1.20	-0.16	-17.02	0.91	0.95	0.04	3.91
Race/ethnicity										
White	330	180	30.86	30.91	-0.02	-0.06	30.88	29.88	-1.00	-3.23
Black or African American	250	110	29.12	20.40	3.09*	11.85	26.04	29.32	3.29*	12.63
Hispanic or Latino	300	170	33.78	41.39	-2.69*	-7.39	36.47	34.23	-2.24	-6.13
Asian	30	10	2.25	2.03	0.08	3.68	2.17	2.14	-0.03	-1.51
All other race/ethnicities including more than one race	50	20	3.98	5.27	-0.45	-10.24	4.44	4.42	-0.02	-0.43
Gender										
Male	210	120	20.23	27.89	-2.71	-11.80	22.94	23.59	0.65	2.83
Female	740	370	79.77	72.11	2.71	3.51	77.06	76.41	-0.65	-0.84
Marital status at base year										
Single, divorced, or widowed	730	370	78.56	74.93	1.28	1.66	77.27	77.74	0.47	0.60
Married	170	90	14.68	17.88	-1.13	-7.16	15.81	15.72	-0.09	-0.54
Separated	60	30	6.77	7.20	-0.15	-2.19	6.92	6.54	-0.38	-5.49
Citizen status at base year										
US citizen	870	450	92.05	91.78	0.10	0.10	91.95	92.45	0.50	0.54
Resident alien	80	40	7.87	8.01	-0.05	-0.62	7.92	7.41	-0.51	-6.38
Foreign or international student	#	#	0.08	0.21	-0.05	-36.45	0.13	0.14	0.01	6.13

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 panel weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-30. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, for-profit, 2 years or more institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	30	10	2.59	0.71	0.48	22.88	2.11	2.96	0.85	40.29
Mideast DE-DC, MD, NJ, NY, PA	100	50	12.28	19.55	-1.86	-13.15	14.14	13.07	-1.07	-7.55
Great Lakes-IL, IN, MI, OH, WI	110	40	15.20	12.98	0.57	3.88	14.64	15.02	0.38	2.59
Plains-IA, KS, MN, MO, NE, ND, SD	20	#	1.68	0.25	0.37	27.97	1.31	1.92	0.61	46.36
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	260	90	34.79	38.24	-0.88	-2.47	35.67	33.76	-1.92	-5.37
Southwest-AZ, NM, OK, TX	90	30	8.79	9.52	-0.19	-2.07	8.98	8.73	-0.24	-2.72
Rocky Mountains-CO, ID, MT, UT, WY	90	20	6.81	5.59	0.31	4.80	6.50	6.51	0.01	0.12
Far West-AK, CA, HI, NV, OR, WA	160	50	16.70	13.17	0.90	5.72	15.80	16.96	1.16	7.36
Other Jurisdictions-PR	10	†	1.15	†	0.29	34.40	0.86	1.08	0.22	25.58
CPS record available at base year										
Yes	800	260	93.17	92.90	0.07	0.07	93.10	92.74	-0.36	-0.39
No	60	30	6.83	7.10	-0.07	-1.01	6.90	7.26	0.36	5.22
Applied for federal aid										
Yes	800	260	93.17	92.90	0.07	0.07	93.10	92.74	-0.36	-0.39
No	60	30	6.83	7.10	-0.07	-1.01	6.90	7.26	0.36	5.22
Pell Grant status										
Received	530	170	69.15	68.44	0.18	0.26	68.97	67.84	-1.13	-1.64
Did not receive	320	120	30.85	31.56	-0.18	-0.59	31.03	32.16	1.13	3.65
Total Pell Grant amount received										
\$0	320	120	30.85	31.56	-0.18	-0.59	31.03	32.16	1.13	3.65
Up to \$2,000	180	70	22.18	26.10	-1.00	-4.32	23.18	23.10	-0.08	-0.34
\$2,001–\$3,700	180	60	25.28	25.72	-0.11	-0.45	25.40	23.14	-2.26	-8.90
\$3,701 or more	170	50	21.69	16.62	1.30	6.36	20.39	21.60	1.21	5.93
Stafford Loan status										
Received	700	220	85.07	81.51	0.91	1.08	84.16	84.44	0.28	0.34
Did not receive	160	70	14.93	18.49	-0.91	-5.76	15.84	15.56	-0.28	-1.78
Total Stafford Loan amount received										
\$0	160	70	14.93	18.49	-0.91	-5.76	15.84	15.56	-0.28	-1.78
Up to \$2,624	100	40	12.73	11.74	0.25	2.01	12.47	13.36	0.88	7.07
\$2,625	80	30	9.92	10.49	-0.15	-1.46	10.07	8.84	-1.23	-12.22
\$2,626 or more	520	160	62.43	59.27	0.81	1.31	61.62	62.25	0.63	1.02

See notes at end of table.

Table M-30. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, for-profit, 2 years or more institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	600	200	69.72	63.40	1.62	2.38	68.10	71.38	3.28*	4.81
1,822–6,690	210	80	23.35	32.67	-2.38	-9.26	25.74	22.16	-3.57*	-13.89
6,691–16,522	20	10	2.63	0.78	0.47	21.95	2.15	2.57	0.41	19.15
16,523 or more	10	#	2.05	1.66	0.10	5.17	1.95	1.64	-0.32	-16.18
Unknown	20	#	2.25	1.50	0.19	9.34	2.05	2.26	0.20	9.86
Age at base year										
15 to 18	230	60	26.33	21.25	1.30	5.20	25.03	26.39	1.36	5.44
19	150	40	16.93	14.25	0.69	4.23	16.25	16.32	0.07	0.43
20 to 23	180	80	21.36	25.87	-1.15	-5.12	22.52	20.40	-2.12	-9.42
24 to 29	140	60	16.28	18.83	-0.65	-3.84	16.93	17.18	0.25	1.48
30+	160	50	19.09	19.81	-0.18	-0.96	19.27	19.71	0.44	2.28
High school graduation year										
Before 1998	260	90	29.36	32.63	-0.84	-2.77	30.20	30.11	-0.09	-0.29
1998–2002	210	100	25.46	33.56	-2.07	-7.52	27.53	24.49	-3.05	-11.07
2003–04	370	100	42.79	33.12	2.47	6.14	40.32	42.64	2.32	5.76
Did not complete high school	10	10	2.38	0.69	0.43	22.18	1.95	2.76	0.82	41.90
Dependency status at base year										
Dependent	420	140	47.50	43.98	0.90	1.93	46.60	47.03	0.44	0.93
Independent	440	150	52.50	56.02	-0.90	-1.69	53.40	52.97	-0.44	-0.82
Income level at base year										
Dependent										
Less than \$10,000	30	10	3.99	2.52	0.38	10.39	3.62	4.11	0.49	13.63
\$10,000–\$19,999	70	10	7.99	6.35	0.42	5.54	7.57	9.11	1.54	20.36
\$20,000–\$29,999	70	30	9.35	9.01	0.09	0.94	9.27	8.36	-0.90	-9.75
\$30,000–\$39,999	50	20	5.70	5.02	0.18	3.17	5.53	5.65	0.12	2.11
\$40,000–\$49,999	50	10	5.71	4.02	0.43	8.20	5.28	5.50	0.22	4.24
\$50,000–\$59,999	40	10	4.87	3.22	0.42	9.49	4.44	4.72	0.28	6.28
\$60,000–\$69,999	30	10	2.48	3.35	-0.22	-8.25	2.70	2.40	-0.30	-11.08
\$70,000–\$79,999	20	10	2.27	3.70	-0.36	-13.84	2.64	2.16	-0.48	-18.17
\$80,000–\$99,999	30	10	2.47	2.29	0.05	1.89	2.42	2.29	-0.13	-5.55
\$100,000 or more	40	20	2.66	4.50	-0.47	-14.98	3.13	2.73	-0.40	-12.86

See notes at end of table.

Table M-30. Student nonresponse bias before and after weight adjustment for BPS:04/09 panel nonresponse, by select variables for students in private, for-profit, 2 years or more institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted panel respondents	Unweighted panel non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	80	30	10.10	12.16	-0.53	-4.94	10.63	9.91	-0.72	-6.73
\$10,000–\$19,999	170	60	20.95	24.58	-0.93	-4.25	21.87	21.30	-0.57	-2.63
\$20,000–\$29,999	90	30	10.75	8.46	0.59	5.77	10.16	10.72	0.56	5.52
\$30,000–\$49,999	60	20	5.95	6.19	-0.06	-1.02	6.01	5.76	-0.26	-4.25
\$50,000 or more	40	10	4.75	4.64	0.03	0.59	4.72	5.27	0.55	11.64
Race/ethnicity										
White	420	160	49.16	53.60	-1.14	-2.26	50.30	47.68	-2.62	-5.21
Black or African American	190	50	23.13	19.27	0.99	4.47	22.14	23.68	1.53	6.93
Hispanic or Latino	170	60	19.11	15.51	0.92	5.08	18.19	19.69	1.50	8.23
Asian	30	#	2.17	0.53	0.42	23.94	1.75	2.33	0.58	32.93
All other race/ethnicities including more than one race	60	20	6.42	11.09	-1.19	-15.68	7.62	6.63	-0.99	-12.94
Gender										
Male	380	160	42.45	54.49	-3.08	-6.77	45.53	42.89	-2.64	-5.81
Female	480	130	57.55	45.51	3.08	5.66	54.47	57.11	2.64	4.86
Marital status at base year										
Single, divorced, or widowed	700	230	82.40	73.65	2.24	2.79	80.16	82.37	2.21	2.76
Married	130	50	14.23	19.83	-1.43	-9.15	15.66	13.94	-1.72	-10.97
Separated	30	20	3.37	6.52	-0.81	-19.32	4.17	3.68	-0.49	-11.75
Citizen status at base year										
US citizen	800	270	93.06	92.23	0.21	0.23	92.85	93.38	0.53	0.57
Resident alien	50	20	6.86	7.77	-0.23	-3.28	7.09	6.47	-0.62	-8.70
Foreign or international student	#	†	0.08	†	0.02	34.40	0.06	0.15	0.09	155.97

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 panel weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-31. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for all students: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution type										
Public										
Less-than-2-year	400	140	1.07	3.84	-0.24*	-18.25	1.30	1.29	-0.02	-1.16
2-year	5,840	470	43.33	41.93	0.12	0.28	43.21	43.16	-0.05	-0.12
4-year non-doctorate-granting	1,540	150	9.92	11.22	-0.11	-1.11	10.03	9.90	-0.13	-1.34
4-year doctorate-granting	2,940	130	17.43	7.87	0.82*	4.94	16.61	16.74	0.13	0.81
Private nonprofit										
Less-than-4-year	480	50	1.10	1.45	-0.03	-2.65	1.13	1.11	-0.02	-2.01
4-year non-doctorate-granting	2,210	70	9.64	3.30	0.54*	5.97	9.09	9.12	0.02	0.26
4-year doctorate-granting	1,440	80	5.23	2.86	0.20*	4.04	5.03	5.01	-0.02	-0.44
Private for-profit										
Less-than-2-year	1,080	370	4.97	18.61	-1.17*	-19.05	6.14	6.21	0.08	1.23
2 years or more	1,030	120	7.31	8.91	-0.14	-1.84	7.45	7.46	0.01	0.17
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	1,100	100	5.17	5.51	-0.03	-0.58	5.20	5.20	#	0.06
Mideast-DE-DC, MD, NJ, NY, PA	2,470	290	13.35	9.51	0.33	2.53	13.02	12.97	-0.05	-0.40
Great Lakes-IL, IN, MI, OH, WI	2,920	230	18.82	18.36	0.04	0.21	18.78	18.80	0.01	0.08
Plains-IA, KS, MN, MO, NE, ND, SD	1,700	200	6.74	11.52	-0.41	-5.73	7.15	7.14	#	-0.06
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	3,840	440	22.56	23.19	-0.05	-0.24	22.62	22.65	0.04	0.17
Southwest-AZ, NM, OK, TX	1,910	90	12.96	8.33	0.40	3.16	12.57	12.58	0.02	0.13
Rocky Mountains-CO, ID, MT, UT, WY	600	50	4.04	1.46	0.22*	5.79	3.82	3.82	#	-0.09
Far West-AK, CA, HI, NV, OR, WA	2,160	180	15.04	22.05	-0.60	-3.85	15.64	15.62	-0.02	-0.12
Other Jurisdictions-PR	270	#	1.32	0.06	0.11*	8.93	1.21	1.22	0.01	0.48
CPS record available at base year										
Yes	12,470	1,230	68.08	70.51	-0.21	-0.30	68.29	68.26	-0.03	-0.05
No	4,480	360	31.92	29.49	0.21	0.66	31.71	31.74	0.03	0.10
Applied for federal aid										
Yes	13,170	1,280	72.31	75.24	-0.25	-0.35	72.57	72.47	-0.10	-0.13
No	3,780	300	27.69	24.76	0.25	0.92	27.43	27.53	0.10	0.35

See notes at end of table.

Table M-31. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Pell Grant status										
Received	6,260	790	34.89	44.48	-0.82*	-2.30	35.71	35.66	-0.05	-0.14
Did not receive	10,700	800	65.11	55.52	0.82*	1.28	64.29	64.34	0.05	0.08
Total Pell Grant amount received										
\$0	10,700	800	65.11	55.52	0.82*	1.28	64.29	64.34	0.05	0.08
Up to \$2,000	2,070	260	12.81	16.14	-0.29	-2.18	13.09	13.07	-0.02	-0.19
\$2,001–\$3,700	2,170	270	12.18	15.33	-0.27	-2.17	12.45	12.50	0.05	0.42
\$3,701 or more	2,020	250	9.90	13.01	-0.27	-2.62	10.17	10.09	-0.08	-0.77
Stafford Loan status										
Received	6,870	660	34.47	37.67	-0.27	-0.79	34.74	34.73	-0.01	-0.04
Did not receive	10,090	930	65.53	62.33	0.27	0.42	65.26	65.27	0.01	0.02
Total Stafford Loan amount received										
\$0	10,090	930	65.53	62.33	0.27	0.42	65.26	65.27	0.01	0.02
Up to \$2,624	1,190	100	6.43	8.22	-0.15	-2.34	6.58	6.58	0.00	0.00
\$2,625	3,570	200	16.79	10.91	0.50*	3.09	16.29	16.43	0.14	0.88
\$2,626 or more	2,110	350	11.25	18.54	-0.62*	-5.26	11.87	11.72	-0.16	-1.32
Institution undergraduate enrollment										
0–1,821	3,860	710	18.31	31.85	-1.16*	-5.96	19.47	19.45	-0.02	-0.12
1,822–6,690	4,280	340	23.34	20.83	0.22	0.93	23.13	22.84	-0.29	-1.25
6,691–16,522	4,270	320	27.39	28.22	-0.07	-0.26	27.46	27.88	0.42	1.53
16,523 or more	4,430	200	30.61	17.47	1.13*	3.82	29.48	29.49	#	0.02
Unknown	110	20	0.35	1.62	-0.11	-24.08	0.46	0.34	-0.11	-24.42
Age at base year										
15 to 18	7,890	500	44.10	32.50	0.99*	2.31	43.10	43.10	#	-0.01
19	4,330	330	23.96	20.89	0.26	1.11	23.70	23.69	-0.01	-0.04
20 to 23	1,900	230	12.29	17.03	-0.41*	-3.20	12.70	12.70	#	0.02
24 to 29	1,150	190	7.59	9.74	-0.19	-2.38	7.77	7.78	0.01	0.09
30+	1,690	320	12.06	19.84	-0.67*	-5.24	12.73	12.73	#	0.02
High school graduation year										
Before 1998	2,430	440	17.14	25.45	-0.71*	-3.99	17.85	17.90	0.05	0.28
1998–2002	2,550	310	16.84	22.81	-0.51*	-2.95	17.35	17.15	-0.20	-1.16
2003–04	11,840	800	65.10	48.59	1.42*	2.22	63.69	63.97	0.28*	0.45
Did not complete high school	130	40	0.92	3.15	-0.19*	-17.25	1.11	0.98	-0.13	-11.99

See notes at end of table.

Table M-31. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Dependency status at base year										
Dependent	12,920	900	72.68	59.04	1.17*	1.64	71.51	71.49	-0.02	-0.03
Independent	4,030	690	27.32	40.96	-1.17*	-4.11	28.49	28.51	0.02	0.06
Income level at base year										
Dependent										
Less than \$10,000	730	60	4.18	4.19	#	-0.01	4.18	4.18	#	-0.11
\$10,000–\$19,999	1,070	90	6.04	5.21	0.07	1.19	5.97	5.95	-0.02	-0.33
\$20,000–\$29,999	1,320	120	7.23	8.64	-0.12	-1.65	7.35	7.34	-0.01	-0.10
\$30,000–\$39,999	1,300	110	7.74	7.27	0.04	0.53	7.70	7.69	-0.01	-0.13
\$40,000–\$49,999	1,170	80	6.78	4.07	0.23*	3.55	6.55	6.55	#	0.02
\$50,000–\$59,999	1,080	80	6.07	5.46	0.05	0.87	6.02	6.01	-0.01	-0.12
\$60,000–\$69,999	1,190	80	6.96	6.90	#	0.07	6.95	6.95	#	-0.03
\$70,000–\$79,999	910	60	5.33	4.36	0.08	1.58	5.25	5.25	#	0.02
\$80,000–\$99,999	1,550	80	8.07	5.27	0.24*	3.07	7.83	7.83	#	#
\$100,000 or more	2,610	130	14.28	7.67	0.57*	4.14	13.72	13.75	0.03	0.23
Independent										
Less than \$10,000	770	120	4.64	7.01	-0.20*	-4.20	4.84	4.84	-0.01	-0.11
\$10,000–\$19,999	1,450	270	9.09	14.57	-0.47*	-4.92	9.56	9.57	0.01	0.09
\$20,000–\$29,999	670	120	4.39	6.93	-0.22*	-4.72	4.61	4.61	#	-0.01
\$30,000–\$49,999	630	100	4.73	6.75	-0.17	-3.53	4.91	4.91	0.01	0.16
\$50,000 or more	510	80	4.46	5.70	-0.11	-2.32	4.57	4.58	0.01	0.15
Race/ethnicity										
White	10,820	890	62.06	55.61	0.55	0.90	61.51	61.50	-0.01	-0.02
Black or African American	2,200	330	13.50	16.96	-0.30	-2.15	13.80	13.81	0.01	0.09
Hispanic or Latino	2,260	220	14.60	18.36	-0.32	-2.16	14.92	14.93	0.01	0.04
Asian	780	60	4.66	5.20	-0.05	-1.00	4.70	4.70	-0.01	-0.12
All other race/ethnicities including more than one race	890	80	5.18	3.86	0.11	2.23	5.07	5.07	#	-0.04
Gender										
Male	7,090	610	42.78	40.18	0.22	0.52	42.56	42.52	-0.03	-0.08
Female	9,870	980	57.22	59.82	-0.22	-0.39	57.44	57.48	0.03	0.06
Marital status at base year										
Single, divorced, or widowed	15,240	1,260	88.29	78.41	0.85*	0.97	87.44	87.69	0.25*	0.28
Married	1,440	290	10.18	19.70	-0.82*	-7.43	11.00	10.68	-0.32*	-2.90
Separated	270	40	1.53	1.88	-0.03	-1.93	1.56	1.64	0.07	4.69

See notes at end of table.

Table M-31. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for all students: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Citizen status at base year										
US citizen	16,040	1,490	93.96	91.92	0.17	0.19	93.78	93.80	0.02	0.02
Resident alien	730	90	4.84	7.51	-0.23	-4.51	5.07	5.06	-0.02	-0.31
Foreign or international student	190	10	1.20	0.57	0.05*	4.70	1.15	1.14	#	-0.07

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 transcript weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-32. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, less-than-2-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	†	†	†	†	†	†	†	†	†	†
Mideast DE-DC, MD, NJ, NY, PA	40	#	12.01	0.38	2.94	32.39	9.07	8.68	-0.39	-4.32
Great Lakes-IL, IN, MI, OH, WI	80	30	18.76	37.63	-4.77	-20.26	23.53	20.43	-3.10	-13.17
Plains-IA, KS, MN, MO, NE, ND, SD	20	10	10.76	7.61	0.80	7.98	9.97	12.53	2.57	25.74
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	160	80	28.77	23.74	1.27	4.62	27.50	25.21	-2.29	-8.32
Southwest-AZ, NM, OK, TX	40	10	7.51	22.01	-3.66	-32.77	11.17	9.03	-2.15	-19.22
Rocky Mountains-CO, ID, MT, UT, WY	10	†	0.80	†	0.20	33.80	0.60	0.62	0.02	3.31
Far West-AK, CA, HI, NV, OR, WA	70	#	21.05	8.63	3.14	17.51	17.92	23.23	5.32	29.67
Other Jurisdictions-PR	#	†	0.33	†	0.08	33.80	0.25	0.27	0.02	9.41
CPS record available at base year										
Yes	330	120	70.81	79.41	-2.17	-2.98	72.98	67.89	-5.10	-6.99
No	80	20	29.19	20.59	2.17	8.04	27.02	32.11	5.10	18.88
Applied for federal aid										
Yes	330	120	71.92	84.28	-3.12	-4.16	75.04	68.88	-6.17	-8.22
No	70	20	28.08	15.72	3.12	12.51	24.96	31.12	6.17	24.71
Pell Grant status										
Received	230	90	50.59	64.91	-3.62	-6.67	54.21	50.36	-3.85	-7.10
Did not receive	170	50	49.41	35.09	3.62	7.90	45.79	49.64	3.85	8.41
Total Pell Grant amount received										
\$0	170	50	49.41	35.09	3.62	7.90	45.79	49.64	3.85	8.41
Up to \$2,000	90	50	24.32	37.31	-3.28	-11.88	27.60	24.23	-3.37	-12.23
\$2,001–\$3,700	90	30	18.60	20.36	-0.44	-2.33	19.05	18.49	-0.56	-2.92
\$3,701 or more	50	20	7.66	7.25	0.11	1.39	7.56	7.64	0.08	1.06
Stafford Loan status										
Received	80	10	19.11	8.99	2.56	15.45	16.56	16.66	0.10	0.62
Did not receive	330	120	80.89	91.01	-2.56	-3.07	83.44	83.34	-0.10	-0.12
Total Stafford Loan amount received										
\$0	330	120	80.89	91.01	-2.56	-3.07	83.44	83.34	-0.10	-0.12
Up to \$2,624	10	0	2.21	3.45	-0.31	-12.39	2.53	2.00	-0.53	-20.93
\$2,625	10	#	3.06	0.35	0.69	28.88	2.37	2.50	0.13	5.27
\$2,626 or more	60	10	13.84	5.19	2.19	18.76	11.65	12.16	0.51	4.35

See notes at end of table.

Table M-32. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	320	130	73.06	89.27	-4.09	-5.31	77.15	72.21	-4.94	-6.41
1,822–6,690	60	#	16.03	9.22	1.72	12.02	14.31	13.31	-1.00	-6.96
6,691–16,522	20	†	10.44	†	2.64	33.80	7.80	14.12	6.31*	80.89
16,523 or more	#	†	0.41	†	0.10	33.80	0.31	0.31	#	1.47
Unknown	#	#	0.06	1.51	-0.37	-86.70	0.42	0.05	-0.38	-89.26
Age at base year										
15 to 18	40	20	7.47	11.44	-1.00	-11.81	8.47	7.31	-1.16	-13.72
19	50	10	10.97	7.96	0.76	7.45	10.21	11.59	1.38	13.52
20 to 23	70	20	13.60	6.79	1.72	14.48	11.88	13.47	1.59	13.36
24 to 29	70	40	20.94	24.66	-0.94	-4.30	21.88	20.36	-1.51	-6.91
30+	180	60	47.03	49.16	-0.54	-1.13	47.56	47.27	-0.29	-0.62
High school graduation year										
Before 1998	220	80	58.97	59.36	-0.10	-0.17	59.07	59.11	0.04	0.06
1998–2002	100	30	25.12	16.43	2.19	9.57	22.92	25.91	2.98	13.02
2003–04	80	30	15.60	20.22	-1.17	-6.96	16.77	14.71	-2.06	-12.29
Did not complete high school	#	#	0.31	3.99	-0.93	-75.10	1.24	0.28	-0.96	-77.76
Dependency status at base year										
Dependent	100	30	21.73	20.28	0.37	1.71	21.37	22.60	1.24	5.78
Independent	300	100	78.27	79.72	-0.37	-0.47	78.63	77.40	-1.24	-1.57
Income level at base year										
Dependent										
Less than \$10,000	10	#	1.92	2.53	-0.15	-7.46	2.08	1.66	-0.42	-20.25
\$10,000–\$19,999	20	10	3.89	7.46	-0.90	-18.81	4.79	4.04	-0.75	-15.64
\$20,000–\$29,999	20	10	2.62	1.76	0.22	9.07	2.40	2.47	0.06	2.66
\$30,000–\$39,999	20	10	3.70	5.06	-0.34	-8.46	4.05	3.93	-0.12	-2.87
\$40,000–\$49,999	10	#	0.71	0.51	0.05	7.85	0.66	0.62	-0.04	-5.67
\$50,000–\$59,999	10	#	3.19	0.29	0.73	29.84	2.46	4.59	2.13	86.71
\$60,000–\$69,999	10	#	0.89	0.34	0.14	18.35	0.75	0.95	0.20	26.46
\$70,000–\$79,999	10	#	3.59	0.23	0.85	30.91	2.74	3.15	0.41	14.92
\$80,000–\$99,999	#	#	0.29	1.86	-0.40	-57.62	0.69	0.27	-0.42	-61.11
\$100,000 or more	#	#	0.91	0.23	0.17	23.13	0.74	0.92	0.17	23.46

See notes at end of table.

Table M-32. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	40	10	10.49	7.05	0.87	9.01	9.62	11.84	2.23	23.13
\$10,000–\$19,999	110	40	21.97	29.46	-1.89	-7.92	23.87	20.58	-3.28	-13.75
\$20,000–\$29,999	60	20	17.13	20.95	-0.96	-5.33	18.10	17.23	-0.86	-4.77
\$30,000–\$49,999	60	20	16.52	11.47	1.28	8.36	15.25	15.80	0.55	3.60
\$50,000 or more	40	10	12.15	10.78	0.35	2.94	11.81	11.94	0.14	1.15
Race/ethnicity										
White	270	120	63.36	74.70	-2.86	-4.33	66.22	60.13	-6.09	-9.20
Black or African American	40	10	8.90	7.96	0.24	2.75	8.67	8.62	-0.04	-0.51
Hispanic or Latino	40	#	17.83	9.26	2.16	13.81	15.66	20.13	4.47	28.52
Asian	10	#	4.12	0.66	0.87	26.92	3.25	5.55	2.31	70.99
All other race/ethnicities including more than one race	30	10	5.79	7.42	-0.41	-6.65	6.20	5.56	-0.63	-10.24
Gender										
Male	150	50	41.75	40.05	0.43	1.04	41.32	44.66	3.34	8.08
Female	250	90	58.25	59.95	-0.43	-0.73	58.68	55.34	-3.34	-5.69
Marital status at base year										
Single, divorced, or widowed	240	80	55.60	61.67	-1.53	-2.68	57.13	54.57	-2.56	-4.48
Married	140	50	40.41	37.75	0.67	1.69	39.74	41.39	1.66	4.17
Separated	20	#	4.00	0.58	0.86	27.53	3.13	4.03	0.90	28.78
Citizen status at base year										
US citizen	380	130	91.07	98.20	-1.80	-1.94	92.87	91.07	-1.81	-1.94
Resident alien	20	#	8.63	1.80	1.73	25.00	6.90	8.70	1.80	26.06
Foreign or international student	#	†	0.30	†	0.08	33.80	0.22	0.23	0.01	2.92

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 transcript weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-33. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, 2-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	180	40	2.33	5.87	-0.29	-11.21	2.63	2.61	-0.02	-0.76
Mideast DE-DC, MD, NJ, NY, PA	790	10	11.32	0.51	0.90*	8.63	10.42	10.71	0.30	2.84
Great Lakes-IL, IN, MI, OH, WI	1,070	70	20.25	15.44	0.40	2.01	19.85	20.05	0.20	1.00
Plains-IA, KS, MN, MO, NE, ND, SD	620	110	6.32	19.44	-1.09	-14.74	7.41	6.53	-0.88	-11.84
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	1,430	140	21.82	20.29	0.13	0.59	21.69	22.19	0.50	2.30
Southwest-AZ, NM, OK, TX	900	20	16.76	3.39	1.11*	7.11	15.65	15.90	0.25	1.61
Rocky Mountains-CO, ID, MT, UT, WY	90	20	0.99	0.66	0.03	2.81	0.96	0.93	-0.03	-3.23
Far West-AK, CA, HI, NV, OR, WA	750	70	20.20	34.39	-1.18	-5.52	21.38	21.07	-0.32	-1.48
Other Jurisdictions-PR	#	†	0.02	†	#	9.08	0.02	0.02	#	-1.08
CPS record available at base year										
Yes	3,600	300	53.82	53.15	0.06	0.10	53.76	53.84	0.08	0.16
No	2,240	170	46.18	46.85	-0.06	-0.12	46.24	46.16	-0.08	-0.18
Applied for federal aid										
Yes	3,960	310	59.97	58.75	0.10	0.17	59.87	59.98	0.11	0.19
No	1,880	160	40.03	41.25	-0.10	-0.25	40.13	40.02	-0.11	-0.28
Pell Grant status										
Received	2,090	180	28.27	27.36	0.08	0.27	28.20	28.18	-0.01	-0.05
Did not receive	3,750	290	71.73	72.64	-0.08	-0.11	71.80	71.82	0.01	0.02
Total Pell Grant amount received										
\$0	3,750	290	71.73	72.64	-0.08	-0.11	71.80	71.82	0.01	0.02
Up to \$2,000	780	80	13.40	14.46	-0.09	-0.65	13.49	13.54	0.05	0.38
\$2,001–\$3,700	780	80	9.86	9.58	0.02	0.24	9.84	9.71	-0.13	-1.31
\$3,701 or more	530	30	5.01	3.32	0.14	2.88	4.87	4.94	0.06	1.33
Stafford Loan status										
Received	1,030	70	10.81	9.63	0.10	0.92	10.71	10.82	0.10	0.98
Did not receive	4,810	400	89.19	90.37	-0.10	-0.11	89.29	89.18	-0.10	-0.12
Total Stafford Loan amount received										
\$0	4,810	400	89.19	90.37	-0.10	-0.11	89.29	89.18	-0.10	-0.12
Up to \$2,624	390	30	5.07	3.40	0.14	2.82	4.93	5.09	0.16	3.16
\$2,625	450	30	4.40	3.94	0.04	0.87	4.36	4.41	0.04	1.03
\$2,626 or more	200	20	1.34	2.28	-0.08	-5.51	1.42	1.32	-0.10	-6.75

See notes at end of table.

Table M-33. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, 2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	250	30	5.05	1.84	0.27	5.58	4.79	4.83	0.05	1.01
1,822–6,690	1,410	160	22.69	32.34	-0.80	-3.42	23.49	22.76	-0.73	-3.12
6,691–16,522	2,240	160	34.41	39.41	-0.42	-1.19	34.83	35.30	0.47	1.36
16,523 or more	1,900	120	37.45	26.40	0.92	2.52	36.53	36.73	0.20	0.56
Unknown	40	†	0.40	†	0.03	9.08	0.37	0.38	0.01	2.19
Age at base year										
15 to 18	2,180	130	35.46	26.32	0.76	2.19	34.70	35.02	0.32	0.93
19	1,400	120	22.04	21.74	0.03	0.11	22.02	21.98	-0.04	-0.18
20 to 23	930	70	15.79	17.25	-0.12	-0.76	15.91	15.92	0.02	0.10
24 to 29	510	50	9.22	8.02	0.10	1.09	9.12	9.16	0.04	0.49
30+	830	100	17.50	26.68	-0.76	-4.18	18.26	17.92	-0.34	-1.87
High school graduation year										
Before 1998	1,160	140	23.79	32.54	-0.73	-2.97	24.52	24.23	-0.29	-1.19
1998–2002	1,240	100	21.60	25.17	-0.30	-1.36	21.90	21.54	-0.35	-1.61
2003–04	3,390	220	53.50	38.72	1.23*	2.35	52.27	53.10	0.83*	1.59
Did not complete high school	50	10	1.11	3.57	-0.20	-15.53	1.32	1.13	-0.19	-14.31
Dependency status at base year										
Dependent	3,980	270	64.34	53.93	0.87*	1.37	63.48	63.93	0.45	0.71
Independent	1,860	200	35.66	46.07	-0.87*	-2.37	36.52	36.07	-0.45	-1.24
Income level at base year										
Dependent										
Less than \$10,000	310	10	4.58	3.72	0.07	1.58	4.51	4.54	0.03	0.60
\$10,000–\$19,999	400	30	5.71	5.39	0.03	0.47	5.68	5.65	-0.03	-0.58
\$20,000–\$29,999	470	40	6.75	7.58	-0.07	-1.01	6.82	6.70	-0.12	-1.81
\$30,000–\$39,999	470	40	7.50	7.22	0.02	0.31	7.48	7.56	0.08	1.12
\$40,000–\$49,999	420	40	6.52	5.25	0.11	1.64	6.41	6.38	-0.03	-0.51
\$50,000–\$59,999	380	30	6.16	5.27	0.07	1.22	6.09	6.13	0.04	0.72
\$60,000–\$69,999	390	20	7.03	5.71	0.11	1.58	6.92	7.15	0.23	3.31
\$70,000–\$79,999	270	10	5.02	4.10	0.08	1.55	4.94	5.04	0.09	1.89
\$80,000–\$99,999	370	20	5.85	5.44	0.03	0.59	5.82	5.80	-0.02	-0.33
\$100,000 or more	510	20	9.22	4.25	0.41*	4.70	8.81	8.99	0.18	2.10

See notes at end of table.

Table M-33. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, 2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	300	30	4.81	7.99	-0.26	-5.20	5.08	4.69	-0.39*	-7.61
\$10,000–\$19,999	630	60	10.45	9.04	0.12	1.14	10.34	10.61	0.28	2.69
\$20,000–\$29,999	300	30	5.51	7.93	-0.20	-3.52	5.72	5.63	-0.09	-1.52
\$30,000–\$49,999	330	40	7.33	10.60	-0.27	-3.57	7.60	7.43	-0.17	-2.25
\$50,000 or more	290	40	7.54	10.52	-0.25	-3.18	7.79	7.70	-0.09	-1.13
Race/ethnicity										
White	3,630	290	60.84	57.80	0.25	0.42	60.58	60.87	0.29	0.48
Black or African American	900	90	14.06	15.28	-0.10	-0.72	14.16	14.21	0.05	0.39
Hispanic or Latino	780	60	15.48	17.96	-0.21	-1.31	15.69	15.44	-0.25	-1.62
Asian	220	20	4.35	6.07	-0.14	-3.18	4.50	4.35	-0.14	-3.20
All other race/ethnicities including more than one race	310	20	5.27	2.90	0.20	3.89	5.07	5.13	0.06	1.09
Gender										
Male	2,530	200	43.73	42.94	0.07	0.15	43.66	43.76	0.09	0.21
Female	3,310	270	56.27	57.06	-0.07	-0.12	56.34	56.24	-0.09	-0.16
Marital status at base year										
Single, divorced, or widowed	5,010	350	83.55	70.35	1.10*	1.33	82.45	83.25	0.80*	0.97
Married	730	110	15.08	28.80	-1.14*	-7.04	16.23	15.40	-0.82*	-5.08
Separated	100	10	1.36	0.85	0.04	3.23	1.32	1.35	0.03	2.15
Citizen status at base year										
US citizen	5,490	430	93.28	89.16	0.34	0.37	92.94	93.25	0.31*	0.33
Resident alien	290	40	5.56	10.45	-0.41	-6.81	5.97	5.65	-0.32*	-5.41
Foreign or international student	60	#	1.16	0.39	0.06	5.83	1.09	1.11	0.01	1.11

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 transcript weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-34. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, 4-year, non-doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	120	#	5.33	0.43	0.47	9.68	4.86	5.06	0.21	4.25
Mideast DE-DC, MD, NJ, NY, PA	340	50	23.93	8.50	1.48	6.59	22.45	23.57	1.12	4.97
Great Lakes-IL, IN, MI, OH, WI	190	30	13.14	28.94	-1.52	-10.34	14.66	13.17	-1.49	-10.18
Plains-IA, KS, MN, MO, NE, ND, SD	180	#	6.10	2.06	0.39	6.79	5.71	7.89	2.18	38.25
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	330	30	19.37	25.61	-0.60	-3.00	19.97	19.52	-0.45	-2.24
Southwest-AZ, NM, OK, TX	80	20	6.49	19.92	-1.29	-16.56	7.78	6.16	-1.62	-20.76
Rocky Mountains-CO, ID, MT, UT, WY	110	#	13.03	2.13	1.05	8.73	11.99	12.11	0.12	1.04
Far West-AK, CA, HI, NV, OR, WA	140	10	10.77	12.42	-0.16	-1.44	10.93	10.90	-0.03	-0.27
Other Jurisdictions-PR	50	†	1.84	†	0.18	10.61	1.66	1.61	-0.05	-2.84
CPS record available at base year										
Yes	1,160	110	73.25	67.57	0.54	0.75	72.71	72.78	0.08	0.11
No	380	40	26.75	32.43	-0.54	-2.00	27.29	27.22	-0.08	-0.29
Applied for federal aid										
Yes	1,220	120	77.24	76.65	0.06	0.07	77.19	76.69	-0.49	-0.64
No	320	30	22.76	23.35	-0.06	-0.25	22.81	23.31	0.49	2.15
Pell Grant status										
Received	520	50	34.05	28.55	0.53	1.57	33.53	33.23	-0.29	-0.87
Did not receive	1,010	100	65.95	71.45	-0.53	-0.79	66.47	66.77	0.29	0.44
Total Pell Grant amount received										
\$0	1,010	100	65.95	71.45	-0.53	-0.79	66.47	66.77	0.29	0.44
Up to \$2,000	160	20	10.36	11.52	-0.11	-1.06	10.48	10.35	-0.13	-1.20
\$2,001–\$3,700	160	10	11.28	5.00	0.60*	5.64	10.68	11.07	0.39	3.67
\$3,701 or more	200	20	12.41	12.03	0.04	0.29	12.37	11.81	-0.56	-4.52
Stafford Loan status										
Received	670	80	41.66	39.59	0.20	0.48	41.46	41.36	-0.11	-0.26
Did not receive	870	80	58.34	60.41	-0.20	-0.34	58.54	58.64	0.11	0.18
Total Stafford Loan amount received										
\$0	870	80	58.34	60.41	-0.20	-0.34	58.54	58.64	0.11	0.18
Up to \$2,624	120	10	7.09	8.92	-0.18	-2.42	7.26	6.95	-0.32	-4.37
\$2,625	450	40	27.01	19.95	0.68	2.57	26.33	26.74	0.41	1.57
\$2,626 or more	100	20	7.57	10.71	-0.30	-3.83	7.87	7.67	-0.20	-2.58

See notes at end of table.

Table M-34. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, 4-year, non-doctorate-granting institutions: 20092009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	90	#	5.38	2.41	0.28	5.59	5.10	5.07	-0.03	-0.49
1,822–6,690	640	70	32.97	17.50	1.48	4.71	31.48	31.87	0.38	1.21
6,691–16,522	590	50	45.21	52.04	-0.66	-1.43	45.86	47.65	1.79	3.90
16,523 or more	220	30	16.45	28.05	-1.11	-6.34	17.56	15.41	-2.15	-12.22
Unknown	†	†	†	†	†	†	†	†	†	†
Age at base year										
15 to 18	900	90	55.91	57.94	-0.19	-0.35	56.11	55.62	-0.49	-0.87
19	420	40	27.28	27.55	-0.03	-0.09	27.30	27.33	0.02	0.09
20 to 23	100	10	7.76	9.25	-0.14	-1.80	7.91	7.71	-0.19	-2.44
24 to 29	50	#	3.94	2.77	0.11	2.94	3.83	4.07	0.24	6.18
30+	60	10	5.10	2.50	0.25	5.15	4.85	5.27	0.42	8.70
High school graduation year										
Before 1998	110	10	8.35	4.16	0.40	5.06	7.95	8.60	0.65	8.16
1998–2002	150	20	11.58	14.51	-0.28	-2.38	11.86	11.33	-0.52	-4.42
2003–04	1,280	130	79.90	81.33	-0.14	-0.17	80.03	79.91	-0.13	-0.16
Did not complete high school	#	†	0.18	†	0.02	10.61	0.16	0.16	0.01	3.17
Dependency status at base year										
Dependent	1,360	140	86.70	89.13	-0.23	-0.27	86.94	86.52	-0.41	-0.48
Independent	170	20	13.30	10.87	0.23	1.78	13.06	13.48	0.41	3.17
Income level at base year										
Dependent										
Less than \$10,000	60	#	3.68	2.96	0.07	1.90	3.61	3.85	0.24	6.53
\$10,000–\$19,999	120	10	7.36	2.60	0.46	6.61	6.91	7.14	0.23	3.40
\$20,000–\$29,999	150	10	8.97	9.12	-0.01	-0.16	8.99	8.79	-0.20	-2.23
\$30,000–\$39,999	140	10	9.95	4.11	0.56	5.96	9.39	10.13	0.75	7.94
\$40,000–\$49,999	130	10	7.86	5.26	0.25	3.28	7.61	7.63	0.02	0.22
\$50,000–\$59,999	130	10	8.76	8.12	0.06	0.70	8.70	8.72	0.02	0.27
\$60,000–\$69,999	130	20	7.60	22.65	-1.44*	-15.97	9.04	7.77	-1.27	-14.04
\$70,000–\$79,999	110	10	6.83	10.53	-0.36	-4.95	7.18	6.85	-0.33	-4.62
\$80,000–\$99,999	180	20	10.95	10.75	0.02	0.18	10.93	10.94	#	0.04
\$100,000 or more	220	20	14.75	13.03	0.17	1.13	14.59	14.71	0.13	0.86

See notes at end of table.

Table M-34. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, 4-year, non-doctorate-granting institutions: 20092009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	40	#	3.01	3.40	-0.04	-1.22	3.05	3.07	0.02	0.56
\$10,000–\$19,999	50	10	3.50	6.75	-0.31	-8.20	3.81	3.47	-0.34	-8.83
\$20,000–\$29,999	30	#	2.34	0.68	0.16	7.29	2.18	2.42	0.24	11.05
\$30,000–\$49,999	30	#	2.14	0.04	0.20*	10.41	1.94	2.29	0.35	18.23
\$50,000 or more	20	†	2.31	†	0.22*	10.61	2.09	2.23	0.14	6.69
Race/ethnicity										
White	1,090	100	71.34	81.08	-0.93	-1.29	72.27	71.41	-0.86	-1.19
Black or African American	150	30	9.17	0.64	0.82*	9.80	8.36	9.29	0.94*	11.19
Hispanic or Latino	170	#	10.52	1.65	0.85*	8.80	9.67	10.30	0.64	6.57
Asian	60	10	4.73	9.95	-0.50	-9.56	5.23	4.80	-0.44	-8.35
All other race/ethnicities including more than one race	60	20	4.24	6.68	-0.23	-5.24	4.47	4.20	-0.27	-6.11
Gender										
Male	640	60	41.81	43.79	-0.19	-0.45	42.00	41.54	-0.46	-1.09
Female	900	90	58.19	56.21	0.19	0.33	58.00	58.46	0.46	0.79
Marital status at base year										
Single, divorced, or widowed	1,480	150	95.41	96.42	-0.10	-0.10	95.51	95.42	-0.09	-0.09
Married	50	10	4.01	3.58	0.04	1.05	3.97	3.97	#	-0.09
Separated	10	†	0.57	†	0.06*	10.61	0.52	0.61	0.09	17.70
Citizen status at base year										
US citizen	1,460	150	94.57	95.56	-0.10	-0.10	94.66	94.66	#	#
Resident alien	60	#	4.31	2.41	0.18	4.41	4.12	4.23	0.11	2.59
Foreign or international student	10	#	1.13	2.03	-0.09	-7.16	1.21	1.11	-0.10	-8.59

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 transcript weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-35. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, 4-year, doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	150	20	4.96	19.54	-0.59*	-10.66	5.55	5.01	-0.54*	-9.78
Mideast DE-DC, MD, NJ, NY, PA	240	10	6.46	5.93	0.02	0.33	6.43	6.41	-0.03	-0.44
Great Lakes-IL, IN, MI, OH, WI	680	20	23.71	10.01	0.56*	2.40	23.16	23.26	0.11	0.46
Plains-IA, KS, MN, MO, NE, ND, SD	290	30	6.55	14.43	-0.32*	-4.66	6.87	7.21	0.33	4.84
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	750	60	26.94	48.49	-0.88*	-3.15	27.82	27.44	0.38	-1.38
Southwest-AZ, NM, OK, TX	320	#	12.34	0.82	0.47*	3.94	11.87	11.98	-0.11	0.94
Rocky Mountains-CO, ID, MT, UT, WY	170	#	7.84	0.33	0.31*	4.05	7.53	7.55	0.01	0.17
Far West-AK, CA, HI, NV, OR, WA	320	#	10.38	0.44	0.40*	4.05	9.98	10.36	0.38	3.85
Other Jurisdictions-PR	30	†	0.81	†	0.03	4.24	0.78	0.79	0.01	0.98
CPS record available at base year										
Yes	2,130	100	71.96	77.82	-0.24	-0.33	72.20	72.06	-0.14	-0.20
No	810	30	28.04	22.18	0.24	0.86	27.80	27.94	0.14	0.51
Applied for federal aid										
Yes	2,230	100	74.60	78.77	-0.17	-0.23	74.77	74.67	-0.11	-0.14
No	710	30	25.40	21.23	0.17	0.67	25.23	25.33	0.11	0.42
Pell Grant status										
Received	710	30	23.61	21.31	0.09	0.40	23.51	23.78	-0.27	1.16
Did not receive	2,240	100	76.39	78.69	-0.09	-0.12	76.49	76.22	-0.27	-0.36
Total Pell Grant amount received										
\$0	2,240	100	76.39	78.69	-0.09	-0.12	76.49	76.22	-0.27	-0.36
Up to \$2,000	230	10	7.60	4.99	0.11	1.41	7.49	7.46	-0.03	-0.44
\$2,001–\$3,700	220	10	7.46	8.24	-0.03	-0.42	7.49	7.53	0.04	0.51
\$3,701 or more	250	10	8.55	8.08	0.02	0.23	8.53	8.80	0.27	3.13
Stafford Loan status										
Received	1,210	60	40.88	42.58	-0.07	-0.17	40.95	40.97	0.01	0.03
Did not receive	1,730	80	59.12	57.42	0.07	0.12	59.05	59.03	-0.01	-0.02
Total Stafford Loan amount received										
\$0	1,730	80	59.12	57.42	0.07	0.12	59.05	59.03	-0.01	-0.02
Up to \$2,624	180	10	5.72	7.23	-0.06	-1.06	5.78	5.61	-0.17	-2.93
\$2,625	860	40	29.07	30.27	-0.05	-0.17	29.12	29.23	0.12	0.40
\$2,626 or more	170	10	6.10	5.08	0.04	0.68	6.06	6.13	0.07	1.12

See notes at end of table.

Table M-35. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	10	#	0.19	0.04	0.01*	3.38	0.19	0.19	#	1.97
1,822–6,690	110	10	4.77	10.05	-0.21	-4.31	4.98	4.66	-0.33*	-6.55
6,691–16,522	800	70	29.71	50.21	-0.83*	-2.73	30.54	30.48	-0.06	-0.19
16,523 or more	2,030	50	65.34	39.71	1.04*	1.62	64.29	64.67	0.38	0.59
Unknown	†	†	†	†	†	†	†	†	†	†
Age at base year										
15 to 18	1,900	80	63.89	65.40	-0.06	-0.10	63.96	63.76	-0.20	-0.31
19	880	40	29.51	28.44	0.04	0.15	29.46	29.67	0.20	0.69
20 to 23	110	#	4.04	2.56	0.06	1.51	3.98	4.05	0.07	1.72
24 to 29	30	#	1.43	1.65	-0.01	-0.63	1.44	1.43	-0.01	-0.96
30+	30	#	1.13	1.95	-0.03	-2.88	1.16	1.10	-0.06	-5.13
High school graduation year										
Before 1998	50	10	2.29	3.61	-0.05	-2.29	2.34	2.27	-0.07	-3.20
1998–2002	140	10	6.11	4.70	0.06	0.95	6.05	6.06	0.01	0.18
2003–04	2,750	120	91.60	91.69	#	#	91.61	91.67	0.06	0.07
Did not complete high school	†	†	†	†	†	†	†	†	†	†
Dependency status at base year										
Dependent	2,820	130	94.94	95.08	-0.01	-0.01	94.94	94.96	0.02	0.02
Independent	130	10	5.06	4.92	0.01	0.11	5.06	5.04	-0.02	-0.32
Income level at base year										
Dependent										
Less than \$10,000	80	10	3.14	5.15	-0.08	-2.53	3.23	3.23	0.01	0.18
\$10,000–\$19,999	140	10	4.95	3.16	0.07	1.49	4.88	4.98	0.10	2.05
\$20,000–\$29,999	210	10	6.51	5.92	0.02	0.37	6.49	6.64	0.15	2.30
\$30,000–\$39,999	240	10	8.09	7.53	0.02	0.28	8.06	8.04	-0.02	-0.25
\$40,000–\$49,999	230	#	7.79	1.49	0.26*	3.40	7.54	7.70	0.17	2.23
\$50,000–\$59,999	210	10	6.98	5.60	0.06	0.81	6.92	6.92	#	0.02
\$60,000–\$69,999	290	20	9.96	13.25	-0.13	-1.32	10.10	10.19	0.10	0.96
\$70,000–\$79,999	220	10	7.63	10.51	-0.12	-1.51	7.75	7.67	-0.07	-0.94
\$80,000–\$99,999	410	20	13.30	13.30	#	#	13.30	13.21	-0.09	-0.70
\$100,000 or more	790	30	26.58	29.17	-0.11	-0.39	26.69	26.37	-0.32	-1.19

See notes at end of table.

Table M-35. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in public, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	40	†	1.46	†	0.06*	4.24	1.40	1.45	0.04	3.17
\$10,000–\$19,999	30	#	1.20	2.57	-0.06	-4.43	1.25	1.23	-0.03	-2.23
\$20,000–\$29,999	20	#	0.80	2.03	-0.05	-5.87	0.85	0.79	-0.06	-7.26
\$30,000–\$49,999	20	†	1.02	†	0.04*	4.24	0.98	1.01	0.03	2.89
\$50,000 or more	20	#	0.58	0.33	0.01	1.81	0.57	0.57	#	0.17
Race/ethnicity										
White	2,050	100	67.84	73.13	-0.21	-0.32	68.05	67.47	-0.58	-0.85
Black or African American	270	20	9.69	11.62	-0.08	-0.80	9.77	10.17	0.40	4.10
Hispanic or Latino	270	10	9.84	3.49	0.26*	2.69	9.58	9.69	0.11	1.15
Asian	200	10	7.03	9.25	-0.09	-1.27	7.12	7.09	-0.03	-0.43
All other race/ethnicities including more than one race	150	#	5.61	2.52	0.13	2.29	5.48	5.58	0.10	1.85
Gender										
Male	1,340	70	45.34	56.02	-0.43*	-0.95	45.77	45.35	-0.42	-0.93
Female	1,600	60	54.66	43.98	0.43*	0.80	54.23	54.65	0.42	0.78
Marital status at base year										
Single, divorced, or widowed	2,900	130	98.20	96.93	0.05	0.05	98.15	98.21	0.07	0.07
Married	40	#	1.74	3.07	-0.05	-3.01	1.80	1.73	-0.06	-3.60
Separated	#	†	0.06	†	#	4.24	0.06	0.06	#	-0.99
Citizen status at base year										
US citizen	2,840	120	96.07	93.77	0.09	0.10	95.98	95.98	#	-0.01
Resident alien	80	10	2.92	5.09	-0.09	-2.92	3.01	3.05	0.04	1.46
Foreign or international student	30	#	1.00	1.14	-0.01	-0.56	1.01	0.97	-0.04	-3.87

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 transcript weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-36. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, nonprofit, less-than-4-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	#	10	1.02	8.14	-0.78	-43.39	1.80	1.04	-0.76	-42.08
Mideast DE-DC, MD, NJ, NY, PA	60	20	15.32	36.96	-2.38	-13.45	17.70	13.55	-4.14	-23.41
Great Lakes-IL, IN, MI, OH, WI	60	#	13.59	0.63	1.42	11.71	12.16	15.28	3.12	25.63
Plains-IA, KS, MN, MO, NE, ND, SD	30	10	4.55	5.86	-0.14	-3.07	4.69	5.35	0.65	13.90
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	80	10	20.76	26.46	-0.63	-2.93	21.38	20.00	-1.38	-6.45
Southwest-AZ, NM, OK, TX	20	†	2.49	†	0.27	12.36	2.22	2.17	-0.05	-2.06
Rocky Mountains-CO, ID, MT, UT, WY	10	†	2.19	†	0.24	12.36	1.95	1.96	0.01	0.60
Far West-AK, CA, HI, NV, OR, WA	180	10	22.98	21.95	0.11	0.49	22.86	24.79	1.93	8.42
Other Jurisdictions-PR	40	†	17.11	†	1.88	12.36	15.23	15.85	0.62	4.07
CPS record available at base year										
Yes	410	50	89.72	83.84	0.65	0.73	89.07	89.27	0.20	0.22
No	60	10	10.28	16.16	-0.65	-5.92	10.93	10.73	-0.20	-1.83
Applied for federal aid										
Yes	430	50	91.86	85.33	0.72	0.79	91.14	91.41	0.26	0.29
No	50	0	8.14	14.67	-0.72	-8.11	8.86	8.59	-0.26	-2.99
Pell Grant status										
Received	290	40	66.24	78.51	-1.35	-2.00	67.59	66.88	-0.71	-1.04
Did not receive	190	10	33.76	21.49	1.35	4.16	32.41	33.12	0.71	2.18
Total Pell Grant amount received										
\$0	190	10	33.76	21.49	1.35	4.16	32.41	33.12	0.71	2.18
Up to \$2,000	70	10	14.50	21.88	-0.81	-5.30	15.31	14.02	-1.29	-8.43
\$2,001–\$3,700	100	20	24.71	32.59	-0.87	-3.39	25.57	25.58	0.01	0.04
\$3,701 or more	120	20	27.04	24.04	0.33	1.23	26.71	27.28	0.58	2.15
Stafford Loan status										
Received	270	10	45.26	18.12	2.98	7.06	42.27	43.17	0.90	2.13
Did not receive	210	40	54.74	81.88	-2.98	-5.17	57.73	56.83	-0.90	-1.56
Total Stafford Loan amount received										
\$0	210	40	54.74	81.88	-2.98	-5.17	57.73	56.83	-0.90	-1.56
Up to \$2,624	50	0	9.12	0.63	0.93	11.40	8.19	8.72	0.53	6.42
\$2,625	70	#	12.54	4.91	0.84	7.17	11.70	11.78	0.08	0.68
\$2,626 or more	160	10	23.59	12.58	1.21	5.41	22.38	22.68	0.29	1.31

See notes at end of table.

Table M-36. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, nonprofit, less-than-4-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	370	50	72.40	88.47	-1.77	-2.38	74.17	74.67	0.50	0.67
1,822–6,690	100	†	25.39	†	2.79	12.36	22.60	23.26	0.66	2.94
6,691–16,522	†	#	†	11.53	-1.27	-100.00	1.27	†	-1.27	-100.00
16,523 or more	#	†	1.74	†	0.19	12.36	1.55	1.59	0.04	2.88
Unknown	10	†	0.48	†	0.05	12.36	0.42	0.48	0.06	14.05
Age at base year										
15 to 18	190	10	37.81	6.99	3.39*	9.85	34.42	36.01	1.58	4.60
19	110	10	17.93	13.97	0.44	2.49	17.49	17.15	-0.34	-1.96
20 to 23	70	10	19.49	21.36	-0.21	-1.04	19.69	21.08	1.38	7.03
24 to 29	40	10	7.11	25.82	-2.06	-22.45	9.17	6.87	-2.29	-25.02
30+	80	20	17.66	31.86	-1.56	-8.12	19.22	18.89	-0.33	-1.73
High school graduation year										
Before 1998	100	20	22.78	54.23	-3.46	-13.18	26.24	23.82	-2.42	-9.23
1998–2002	110	10	28.03	21.28	0.74	2.72	27.29	28.95	1.66	6.09
2003–04	260	20	47.81	22.06	2.83	6.30	44.98	45.68	0.70	1.56
Did not complete high school	10	#	1.38	2.43	-0.12	-7.69	1.50	1.56	0.06	3.87
Dependency status at base year										
Dependent	300	20	60.62	31.81	3.17	5.52	57.46	58.80	1.34	2.34
Independent	180	30	39.38	68.19	-3.17	-7.45	42.54	41.20	-1.34	-3.16
Income level at base year										
Dependent										
Less than \$10,000	40	10	11.85	13.47	-0.18	-1.49	12.02	11.46	-0.56	-4.69
\$10,000–\$19,999	40	10	6.81	6.89	-0.01	-0.12	6.82	6.92	0.10	1.48
\$20,000–\$29,999	50	#	12.14	4.84	0.80	7.08	11.34	12.21	0.87	7.66
\$30,000–\$39,999	40	#	6.25	2.23	0.44	7.62	5.81	6.60	0.79	13.67
\$40,000–\$49,999	20	†	3.38	†	0.37	12.36	3.01	3.14	0.13	4.44
\$50,000–\$59,999	20	#	3.53	0.62	0.32	9.97	3.21	3.25	0.04	1.17
\$60,000–\$69,999	30	#	3.68	1.68	0.22	6.36	3.46	3.30	-0.17	-4.80
\$70,000–\$79,999	20	#	2.89	1.44	0.16	5.85	2.73	2.70	-0.03	-1.13
\$80,000–\$99,999	20	†	2.54	†	0.28	12.36	2.26	2.18	-0.08	-3.38
\$100,000 or more	20	#	7.54	0.63	0.76	11.20	6.78	7.03	0.25	3.62

See notes at end of table.

Table M-36. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, nonprofit, less-than-4-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	50	10	10.77	26.16	-1.69	-13.59	12.46	11.56	-0.90	-7.25
\$10,000–\$19,999	70	10	16.48	28.23	-1.29	-7.27	17.77	16.70	-1.07	-6.00
\$20,000–\$29,999	30	10	5.48	9.51	-0.44	-7.46	5.93	6.17	0.24	4.07
\$30,000–\$49,999	20	#	4.10	3.22	0.10	2.41	4.00	3.93	-0.08	-1.97
\$50,000 or more	10	#	2.55	1.08	0.16	6.78	2.39	2.85	0.46	19.41
Race/ethnicity										
White	200	20	40.72	21.00	2.17	5.63	38.55	38.81	0.26	0.68
Black or African American	60	20	13.17	36.56	-2.57	-16.35	15.74	13.96	-1.78	-11.32
Hispanic or Latino	130	10	35.41	27.57	0.86	2.49	34.55	36.90	2.35	6.79
Asian	30	10	3.28	9.59	-0.69	-17.44	3.97	3.03	-0.94	-23.76
All other race/ethnicities including more than one race	50	#	7.42	5.28	0.24	3.28	7.19	7.30	0.12	1.63
Gender										
Male	170	10	38.59	17.26	2.35	6.47	36.25	36.62	0.37	1.03
Female	310	40	61.41	82.74	-2.35	-3.68	63.75	63.38	-0.37	-0.59
Marital status at base year										
Single, divorced, or widowed	400	40	81.29	65.66	1.72	2.16	79.57	80.40	0.83	1.04
Married	60	10	15.48	27.05	-1.27	-7.59	16.76	15.96	-0.79	-4.73
Separated	20	#	3.23	7.29	-0.45	-12.15	3.67	3.64	-0.03	-0.94
Citizen status at base year										
US citizen	430	40	90.53	80.54	1.10	1.23	89.43	88.83	-0.60	-0.68
Resident alien	40	10	8.78	19.46	-1.17	-11.80	9.95	10.58	0.62	6.25
Foreign or international student	10	†	0.69	†	0.08	12.36	0.61	0.59	-0.02	-2.85

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 transcript weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-37. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	210	10	8.62	6.26	0.07	0.86	8.55	8.71	0.16	1.83
Mideast DE-DC, MD, NJ, NY, PA	350	†	16.21	†	0.51	3.22	15.71	15.72	0.01	0.08
Great Lakes-IL, IN, MI, OH, WI	420	10	20.40	10.44	0.31	1.54	20.09	21.36	1.27	6.34
Plains-IA, KS, MN, MO, NE, ND, SD	470	20	17.79	22.99	-0.16	-0.90	17.95	17.99	0.03	0.18
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	440	30	21.10	55.41	-1.07	-4.82	22.17	20.73	-1.44	-6.49
Southwest-AZ, NM, OK, TX	60	†	2.27	†	0.07	3.22	2.19	2.19	-0.01	-0.29
Rocky Mountains-CO, ID, MT, UT, WY	40	†	2.12	†	0.07	3.22	2.06	2.04	-0.01	-0.66
Far West-AK, CA, HI, NV, OR, WA	190	#	7.39	4.89	0.08	1.06	7.31	7.38	0.07	0.95
Other Jurisdictions-PR	40	†	4.10	†	0.13	3.22	3.97	3.89	-0.09	-2.15
CPS record available at base year										
Yes	1,840	60	81.70	81.30	0.01	0.02	81.68	81.56	-0.13	-0.16
No	370	10	18.30	18.70	-0.01	-0.07	18.32	18.44	0.13	0.70
Applied for federal aid										
Yes	1,900	60	83.90	89.22	-0.17	-0.20	84.06	83.72	-0.35	-0.41
No	310	10	16.10	10.78	0.17	1.04	15.94	16.28	0.35	2.17
Pell Grant status										
Received	650	20	32.79	23.03	0.30	0.94	32.49	32.73	0.25	0.76
Did not receive	1,560	50	67.21	76.97	-0.30	-0.45	67.51	67.27	-0.25	-0.36
Total Pell Grant amount received										
\$0	1,560	50	67.21	76.97	-0.30	-0.45	67.51	67.27	-0.25	-0.36
Up to \$2,000	220	10	12.45	8.08	0.14	1.11	12.32	12.69	0.37	2.98
\$2,001–\$3,700	210	10	10.44	13.47	-0.09	-0.89	10.54	10.31	-0.22	-2.13
\$3,701 or more	220	0	9.90	1.47	0.26	2.72	9.63	9.74	0.10	1.07
Stafford Loan status										
Received	1,340	50	56.88	69.57	-0.40	-0.69	57.27	56.80	-0.47	-0.82
Did not receive	870	30	43.12	30.43	0.40	0.93	42.73	43.20	0.47	1.10
Total Stafford Loan amount received										
\$0	870	30	43.12	30.43	0.40	0.93	42.73	43.20	0.47	1.10
Up to \$2,624	150	10	5.52	8.26	-0.09	-1.53	5.60	5.46	-0.15	-2.65
\$2,625	970	30	38.16	37.02	0.04	0.09	38.13	37.68	-0.45	-1.17
\$2,626 or more	230	10	13.19	24.28	-0.35	-2.55	13.54	13.66	0.13	0.93

See notes at end of table.

Table M-37. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	990	60	39.63	67.48	-0.87	-2.14	40.50	39.34	-1.16	-2.87
1,822–6,690	1,100	#	51.16	3.36	1.49*	3.00	49.67	51.35	1.68	3.39
6,691–16,522	90	†	6.08	†	0.19	3.22	5.89	6.18	0.29	4.91
16,523 or more	30	†	2.99	†	0.09	3.22	2.89	2.99	0.10	3.32
Unknown	#	10	0.14	29.16	-0.90	-86.42	1.05	0.14	-0.90	-86.47
Age at base year										
15 to 18	1,230	40	53.27	37.68	0.49	0.92	52.78	52.54	-0.25	-0.47
19	730	20	29.86	22.75	0.22	0.75	29.63	29.48	-0.16	-0.53
20 to 23	110	10	6.52	12.50	-0.19	-2.78	6.71	6.65	-0.05	-0.81
24 to 29	50	#	4.22	1.60	0.08	1.97	4.14	4.49	0.35	8.50
30+	80	10	6.14	25.47	-0.60	-8.93	6.74	6.85	0.10	1.55
High school graduation year										
Before 1998	120	10	9.50	24.95	-0.48	-4.82	9.98	10.49	0.51	5.11
1998–2002	160	10	9.60	7.62	0.06	0.65	9.54	9.74	0.20	2.13
2003–04	1,930	60	80.87	67.43	0.42	0.52	80.45	79.74	-0.71	-0.89
Did not complete high school	#	†	0.03	†	#	3.22	0.03	0.03	#	-1.74
Dependency status at base year										
Dependent	2,020	60	86.26	70.13	0.50	0.59	85.76	85.21	-0.55	-0.64
Independent	190	10	13.74	29.87	-0.50	-3.53	14.24	14.79	0.55	3.83
Income level at base year										
Dependent										
Less than \$10,000	80	#	3.77	2.60	0.04	0.97	3.73	3.67	-0.06	-1.70
\$10,000–\$19,999	110	#	5.18	0.25	0.15	3.06	5.03	5.05	0.02	0.37
\$20,000–\$29,999	170	10	6.62	9.06	-0.08	-1.13	6.70	6.58	-0.12	-1.83
\$30,000–\$39,999	180	10	8.67	9.96	-0.04	-0.46	8.71	8.40	-0.31	-3.61
\$40,000–\$49,999	170	10	8.48	7.83	0.02	0.24	8.46	8.27	-0.19	-2.21
\$50,000–\$59,999	160	10	6.42	3.06	0.10	1.66	6.32	6.51	0.19	3.07
\$60,000–\$69,999	180	10	7.29	6.72	0.02	0.25	7.27	7.27	-0.01	-0.09
\$70,000–\$79,999	170	10	6.12	9.99	-0.12	-1.93	6.24	6.13	-0.12	-1.91
\$80,000–\$99,999	310	10	12.90	2.88	0.31	2.48	12.59	12.80	0.21	1.67
\$100,000 or more	500	20	20.79	17.79	0.09	0.45	20.70	20.54	-0.16	-0.75

See notes at end of table.

Table M-37. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, nonprofit, 4-year, non-doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	30	#	1.33	0.82	0.02	1.22	1.32	1.60	0.28	21.11
\$10,000–\$19,999	70	#	4.74	3.62	0.03	0.74	4.70	4.91	0.21	4.39
\$20,000–\$29,999	30	#	2.08	1.72	0.01	0.54	2.07	2.22	0.15	7.30
\$30,000–\$49,999	30	10	2.65	11.25	-0.27	-9.16	2.92	2.84	-0.08	-2.77
\$50,000 or more	40	#	2.94	12.47	-0.30	-9.17	3.24	3.23	-0.01	-0.26
Race/ethnicity										
White	1,680	50	70.63	68.63	0.06	0.09	70.56	71.02	0.46	0.65
Black or African American	220	10	13.56	16.85	-0.10	-0.75	13.67	13.35	-0.32	-2.31
Hispanic or Latino	150	10	9.72	10.30	-0.02	-0.19	9.74	9.60	-0.13	-1.34
Asian	70	†	2.73	†	0.09*	3.22	2.64	2.72	0.07	2.71
All other race/ethnicities including more than one race	90	10	3.36	4.21	-0.03	-0.78	3.39	3.31	-0.08	-2.39
Gender										
Male	940	30	43.98	34.14	0.31	0.70	43.68	44.41	0.73	1.67
Female	1,270	50	56.02	65.86	-0.31	-0.54	56.32	55.59	-0.73	-1.30
Marital status at base year										
Single, divorced, or widowed	2,140	70	94.63	79.60	0.47	0.50	94.17	94.06	-0.10	-0.11
Married	60	10	4.16	20.40	-0.51	-10.83	4.67	4.64	-0.03	-0.60
Separated	10	†	1.20	†	0.04	3.22	1.16	1.29	0.13	11.12
Citizen status at base year										
US citizen	2,130	70	95.77	89.88	0.18	0.19	95.58	95.82	0.23	0.24
Resident alien	40	#	2.16	10.12	-0.25	-10.30	2.41	2.11	-0.30	-12.51
Foreign or international student	40	†	2.07	†	0.06	3.22	2.01	2.08	0.07	3.50

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 transcript weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-38. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	320	10	28.49	6.24	1.09*	3.97	27.40	27.97	0.57	2.08
Mideast DE-DC, MD, NJ, NY, PA	420	40	28.03	30.92	-0.14	-0.50	28.18	27.97	-0.20	-0.71
Great Lakes-IL, IN, MI, OH, WI	150	20	9.45	33.02	-1.15*	-10.87	10.60	9.20	-1.40*	-13.21
Plains-IA, KS, MN, MO, NE, ND, SD	50	†	2.39	†	0.12*	5.14	2.27	3.23	0.96	42.10
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	160	10	10.86	6.66	0.21	1.93	10.66	10.84	0.19	1.74
Southwest-AZ, NM, OK, TX	100	†	4.66	†	0.23*	5.14	4.43	4.58	0.15	3.31
Rocky Mountains-CO, ID, MT, UT, WY	60	†	4.35	†	0.21*	5.14	4.14	4.23	0.09	2.25
Far West-AK, CA, HI, NV, OR, WA	150	10	10.66	23.16	-0.61	-5.42	11.27	10.88	-0.39	-3.46
Other Jurisdictions-PR	30	†	1.11	†	0.05	5.14	1.05	1.09	0.04	3.64
CPS record available at base year										
Yes	1,050	50	72.20	57.52	0.72*	1.00	71.48	71.62	0.14	0.19
No	390	30	27.80	42.48	-0.72*	-2.51	28.52	28.38	-0.14	-0.48
Applied for federal aid										
Yes	1,110	60	76.28	64.42	0.58	0.77	75.70	75.70	0.00	0.00
No	330	30	23.72	35.58	-0.58	-2.39	24.30	24.30	0.00	0.02
Pell Grant status										
Received	330	20	21.43	17.99	0.17	0.79	21.26	21.19	-0.07	-0.33
Did not receive	1,110	70	78.57	82.01	-0.17	-0.21	78.74	78.81	0.07	0.09
Total Pell Grant amount received										
\$0	1,110	70	78.57	82.01	-0.17	-0.21	78.74	78.81	0.07	0.09
Up to \$2,000	120	10	7.50	6.25	0.06	0.82	7.44	7.34	-0.10	-1.35
\$2,001–\$3,700	90	#	5.94	4.31	0.08	1.36	5.86	5.82	-0.03	-0.59
\$3,701 or more	120	10	7.99	7.44	0.03	0.34	7.96	8.03	0.06	0.80
Stafford Loan status										
Received	700	30	49.12	36.69	0.61	1.25	48.52	48.62	0.11	0.22
Did not receive	740	50	50.88	63.31	-0.61	-1.18	51.48	51.38	-0.11	-0.20
Total Stafford Loan amount received										
\$0	740	50	50.88	63.31	-0.61	-1.18	51.48	51.38	-0.11	-0.20
Up to \$2,624	60	0	3.39	2.35	0.05	1.52	3.34	3.27	-0.06	-1.87
\$2,625	550	20	37.67	21.03	0.81*	2.21	36.86	37.08	0.22	0.58
\$2,626 or more	90	10	8.06	13.32	-0.26	-3.09	8.32	8.27	-0.05	-0.58

See notes at end of table.

Table M-38. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	100	10	6.74	3.44	0.16	2.45	6.58	6.94	0.35	5.35
1,822–6,690	590	30	39.96	33.29	0.33	0.82	39.64	39.67	0.03	0.07
6,691–16,522	510	40	36.68	60.73	-1.18*	-3.10	37.85	37.29	-0.56	-1.48
16,523 or more	240	#	16.53	2.54	0.68*	4.31	15.84	16.02	0.17	1.09
Unknown	#	†	0.09	†	#	5.14	0.08	0.09	0.01	7.77
Age at base year										
15 to 18	980	50	67.83	68.41	-0.03	-0.04	67.86	67.88	0.02	0.02
19	400	20	27.66	26.02	0.08	0.29	27.58	27.75	0.17	0.63
20 to 23	40	10	3.51	4.07	-0.03	-0.78	3.54	3.38	-0.15	-4.31
24 to 29	10	#	0.32	0.07	0.01	3.96	0.31	0.33	0.02	8.09
30+	10	10	0.68	1.43	-0.04	-5.15	0.72	0.65	-0.06	-8.49
High school graduation year										
Before 1998	20	10	1.10	1.35	-0.01	-1.06	1.11	1.09	-0.02	-1.80
1998–2002	50	#	4.86	1.24	0.18*	3.78	4.68	4.74	0.06	1.26
2003–04	1,370	70	93.31	97.26	-0.19*	-0.21	93.50	93.47	-0.03	-0.03
Did not complete high school	#	#	0.73	0.16	0.03	3.98	0.70	0.69	-0.01	-1.06
Dependency status at base year										
Dependent	1,410	70	98.37	94.22	0.20	0.21	98.17	98.37	0.20	0.20
Independent	30	10	1.63	5.78	-0.20	-11.10	1.83	1.63	-0.20	-10.66
Income level at base year										
Dependent										
Less than \$10,000	40	#	2.87	1.74	0.06	1.96	2.82	2.90	0.09	3.13
\$10,000–\$19,999	80	10	5.35	5.82	-0.02	-0.42	5.37	5.29	-0.09	-1.61
\$20,000–\$29,999	100	10	6.82	9.95	-0.15	-2.20	6.97	6.82	-0.15	-2.22
\$30,000–\$39,999	120	10	8.55	5.80	0.13	1.60	8.42	8.45	0.03	0.39
\$40,000–\$49,999	110	10	8.29	5.65	0.13	1.58	8.16	8.12	-0.04	-0.49
\$50,000–\$59,999	90	10	5.91	7.06	-0.06	-0.94	5.96	5.79	-0.17	-2.92
\$60,000–\$69,999	120	10	8.82	6.70	0.10	1.19	8.71	9.01	0.30	3.39
\$70,000–\$79,999	80	#	5.13	2.56	0.13	2.51	5.00	5.14	0.13	2.69
\$80,000–\$99,999	190	10	12.22	11.51	0.03	0.28	12.19	12.33	0.14	1.18
\$100,000 or more	500	30	34.41	37.44	-0.15	-0.43	34.56	34.52	-0.04	-0.13

See notes at end of table.

Table M-38. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, nonprofit, 4-year, doctorate-granting institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	10	†	0.62	†	0.03	5.14	0.59	0.64	0.05	8.30
\$10,000–\$19,999	10	#	0.28	1.57	-0.06	-18.44	0.34	0.26	-0.08	-23.57
\$20,000–\$29,999	#	#	0.15	0.33	-0.01	-5.75	0.16	0.14	-0.02	-9.57
\$30,000–\$49,999	#	#	0.28	2.72	-0.12	-29.94	0.40	0.29	-0.11	-26.38
\$50,000 or more	10	#	0.30	1.16	-0.04	-12.36	0.34	0.30	-0.04	-12.80
Race/ethnicity										
White	980	60	67.39	78.51	-0.54*	-0.80	67.93	67.13	-0.81	-1.19
Black or African American	110	10	8.86	5.15	0.18	2.09	8.68	9.00	0.32	3.74
Hispanic or Latino	150	10	10.26	5.86	0.21	2.14	10.04	10.10	0.06	0.61
Asian	130	10	9.14	10.28	-0.06	-0.61	9.20	9.49	0.29	3.14
All other race/ethnicities including more than one race	70	#	4.35	0.20	0.20*	4.89	4.15	4.28	0.13	3.15
Gender										
Male	600	30	42.96	39.21	0.18	0.43	42.78	43.10	0.32	0.74
Female	840	50	57.04	60.79	-0.18	-0.32	57.22	56.90	-0.32	-0.55
Marital status at base year										
Single, divorced, or widowed	1,430	80	99.52	99.53	#	#	99.52	99.51	-0.01	-0.01
Married	10	10	0.35	0.47	-0.01	-1.63	0.36	0.36	#	1.35
Separated	#	†	0.13	†	0.01	5.14	0.12	0.13	#	1.34
Citizen status at base year										
US citizen	1,370	80	93.64	93.52	0.01	0.01	93.63	93.55	-0.09	-0.09
Resident alien	30	#	2.78	3.50	-0.04	-1.25	2.81	2.85	0.04	1.41
Foreign or international student	40	#	3.58	2.98	0.03	0.83	3.55	3.60	0.05	1.38

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 transcript weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-39. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, for-profit, less-than-2-year institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	80	30	5.20	5.19	#	0.07	5.20	5.58	0.38	7.25
Mideast DE-DC, MD, NJ, NY, PA	90	170	9.49	34.61	-6.53*	-40.76	16.02	12.27	-3.75*	-23.39
Great Lakes-IL, IN, MI, OH, WI	160	20	18.93	8.28	2.77*	17.12	16.17	19.27	3.10*	19.21
Plains-IA, KS, MN, MO, NE, ND, SD	40	20	2.87	4.64	-0.46	-13.77	3.33	3.38	0.05	1.55
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	170	50	14.72	8.85	1.52*	11.56	13.19	12.93	-0.26	-2.00
Southwest-AZ, NM, OK, TX	270	40	32.31	20.23	3.14*	10.77	29.17	29.85	0.68	2.33
Rocky Mountains-CO, ID, MT, UT, WY	20	10	0.52	1.36	-0.22*	-29.65	0.74	0.40	-0.34*	-46.21
Far West-AK, CA, HI, NV, OR, WA	180	50	10.54	16.53	-1.56	-12.86	12.10	12.09	-0.01	-0.10
Other Jurisdictions-PR	70	#	5.41	0.31	1.33*	32.47	4.08	4.23	0.15	3.68
CPS record available at base year										
Yes	990	350	94.99	96.49	-0.39	-0.41	95.38	94.39	-0.99*	-1.04
No	90	30	5.01	3.51	0.39	8.41	4.62	5.61	0.99*	21.47
Applied for federal aid										
Yes	1,010	350	97.15	97.02	0.03	0.03	97.12	97.00	-0.12	-0.12
No	60	20	2.85	2.98	-0.03	-1.12	2.88	3.00	0.12	4.09
Pell Grant status										
Received	800	290	91.21	92.80	-0.41	-0.45	91.62	90.38	-1.24*	-1.35
Did not receive	270	90	8.79	7.20	0.41	4.93	8.38	9.62	1.24*	14.80
Total Pell Grant amount received										
\$0	270	90	8.79	7.20	0.41	4.93	8.38	9.62	1.24*	14.80
Up to \$2,000	180	60	20.13	18.85	0.33	1.67	19.79	19.92	0.12	0.61
\$2,001–\$3,700	300	100	35.83	35.79	0.01	0.02	35.82	35.67	-0.14	-0.40
\$3,701 or more	330	130	35.26	38.15	-0.75	-2.09	36.01	34.79	-1.22	-3.38
Stafford Loan status										
Received	750	260	73.05	76.48	-0.89	-1.21	73.94	72.57	-1.37*	-1.86
Did not receive	330	110	26.95	23.52	0.89	3.42	26.06	27.43	1.37*	5.27
Total Stafford Loan amount received										
\$0	330	110	26.95	23.52	0.89	3.42	26.06	27.43	1.37*	5.27
Up to \$2,624	120	30	15.83	19.53	-0.96	-5.73	16.79	16.31	-0.48	-2.84
\$2,625	120	30	11.48	10.50	0.25	2.27	11.22	12.25	1.03	9.15
\$2,626 or more	500	210	45.74	46.45	-0.18	-0.40	45.93	44.00	-1.92	-4.19

See notes at end of table.

Table M-39. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, for-profit, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	1,000	360	96.52	96.76	-0.06	-0.06	96.58	96.40	-0.19	-0.19
1,822–6,690	30	10	1.79	2.44	-0.17	-8.59	1.96	2.19	0.23	11.55
6,691–16,522	10	†	0.49	†	0.13*	35.13	0.36	0.47	0.11	31.60
16,523 or more	10	†	0.73	†	0.19*	35.13	0.54	0.57	0.03	6.10
Unknown	30	#	0.47	0.81	-0.09	-15.61	0.56	0.37	-0.19	-33.70
Age at base year										
15 to 18	230	50	22.55	16.17	1.66*	7.94	20.89	21.51	0.62	2.96
19	180	50	15.27	14.67	0.15	1.02	15.11	14.78	-0.33	-2.18
20 to 23	240	90	23.04	30.14	-1.85*	-7.41	24.89	24.04	-0.85	-3.43
24 to 29	210	70	20.09	15.83	1.11	5.84	18.98	19.62	0.63	3.33
30+	220	110	19.05	23.19	-1.08	-5.34	20.13	20.06	-0.07	-0.34
High school graduation year										
Before 1998	340	150	29.05	29.47	-0.11	-0.37	29.16	29.37	0.21	0.72
1998–2002	330	110	30.60	33.95	-0.87	-2.77	31.47	30.73	-0.74	-2.35
2003–04	360	90	36.16	29.21	1.81	5.26	34.35	35.57	1.21	3.53
Did not complete high school	50	30	4.19	7.37	-0.83	-16.45	5.02	4.33	-0.68	-13.59
Dependency status at base year										
Dependent	440	120	39.81	40.58	-0.20	-0.50	40.01	38.53	-1.48	-3.70
Independent	640	260	60.19	59.42	0.20	0.33	59.99	61.47	1.48	2.47
Income level at base year										
Dependent										
Less than \$10,000	70	20	7.11	6.32	0.21	2.99	6.91	6.43	-0.48	-6.88
\$10,000–\$19,999	100	30	9.38	9.37	#	0.04	9.38	8.33	-1.05	-11.22
\$20,000–\$29,999	90	20	9.84	10.33	-0.13	-1.27	9.97	11.11	1.14	11.39
\$30,000–\$39,999	60	10	6.67	8.72	-0.53	-7.39	7.20	6.11	-1.09	-15.17
\$40,000–\$49,999	30	10	2.45	2.44	#	0.11	2.45	2.29	-0.16	-6.69
\$50,000–\$59,999	30	10	1.15	2.36	-0.31	-21.54	1.46	1.08	-0.38	-26.30
\$60,000–\$69,999	20	#	0.65	0.03	0.16*	32.72	0.49	0.79	0.30*	61.68
\$70,000–\$79,999	10	10	0.40	0.13	0.07*	21.65	0.33	0.38	0.05	14.21
\$80,000–\$99,999	20	10	0.67	0.33	0.09	15.14	0.58	0.68	0.10	17.21
\$100,000 or more	30	10	1.48	0.54	0.24	19.62	1.23	1.33	0.10	8.25

See notes at end of table.

Table M-39. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, for-profit, less-than-2-year institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	160	50	15.42	12.65	0.72	4.91	14.70	15.72	1.02	6.94
\$10,000–\$19,999	290	120	30.99	31.82	-0.22	-0.69	31.21	31.49	0.29	0.93
\$20,000–\$29,999	90	50	8.50	8.54	-0.01	-0.11	8.51	8.30	-0.21	-2.41
\$30,000–\$49,999	60	20	4.57	4.91	-0.09	-1.92	4.66	5.14	0.48	10.38
\$50,000 or more	30	20	0.70	1.51	-0.21	-22.87	0.91	0.81	-0.11	-11.60
Race/ethnicity										
White	390	120	32.62	25.93	1.74	5.63	30.88	32.85	1.97	6.37
Black or African American	230	120	24.43	30.61	-1.61	-6.17	26.04	23.37	-2.67*	-10.24
Hispanic or Latino	360	110	36.14	37.42	-0.33	-0.91	36.47	36.56	0.09	0.24
Asian	30	10	2.42	1.46	0.25	11.54	2.17	2.91	0.74	34.05
All other race/ethnicities including more than one race	50	20	4.39	4.58	-0.05	-1.13	4.44	4.31	-0.13	-2.90
Gender										
Male	230	100	21.79	26.20	-1.15	-4.99	22.94	21.39	-1.55	-6.74
Female	850	270	78.21	73.80	1.15	1.49	77.06	78.61	1.55	2.01
Marital status at base year										
Single, divorced, or widowed	820	280	77.87	75.56	0.60	0.78	77.27	77.36	0.09	0.12
Married	190	80	14.61	19.23	-1.20	-7.60	15.81	15.43	-0.38	-2.42
Separated	70	20	7.52	5.21	0.60	8.67	6.92	7.21	0.29	4.23
Citizen status at base year										
US citizen	980	350	92.04	91.72	0.08	0.09	91.95	90.99	-0.96	-1.04
Resident alien	90	30	7.80	8.26	-0.12	-1.50	7.92	8.83	0.91	11.54
Foreign or international student	10	#	0.17	0.02	0.04*	29.27	0.13	0.18	0.05	36.57

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 transcript weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-40. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, for-profit, 2 years or more institutions: 2009

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Bureau of Economic Analysis Code (OBE) region										
New England-CT, ME, MA, NH, RI, VT	40	†	2.35	†	0.24	11.43	2.11	2.44	0.33	15.81
Mideast DE-DC, MD, NJ, NY, PA	140	†	15.75	†	1.62	11.43	14.14	14.51	0.37	2.65
Great Lakes-IL, IN, MI, OH, WI	110	40	11.74	39.96	-2.89	-19.77	14.64	12.14	-2.49	-17.04
Plains-IA, KS, MN, MO, NE, ND, SD	20	†	1.46	†	0.15	11.43	1.31	1.40	0.09	6.60
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	320	40	35.86	34.04	0.19	0.52	35.67	37.12	1.44	4.04
Southwest-AZ, NM, OK, TX	120	†	10.00	†	1.03	11.43	8.98	9.11	0.13	1.44
Rocky Mountains-CO, ID, MT, UT, WY	90	20	6.38	7.52	-0.12	-1.79	6.50	6.75	0.25	3.91
Far West-AK, CA, HI, NV, OR, WA	190	20	15.49	18.48	-0.31	-1.94	15.80	15.68	-0.12	-0.75
Other Jurisdictions-PR	10	†	0.95	†	0.10	11.43	0.86	0.85	-0.01	-0.97
CPS record available at base year										
Yes	960	100	93.53	89.36	0.43	0.46	93.10	93.77	0.67	0.72
No	70	20	6.47	10.64	-0.43	-6.20	6.90	6.23	-0.67	-9.69
Applied for federal aid										
Yes	980	110	95.46	95.24	0.02	0.02	95.44	95.64	0.20	0.21
No	50	10	4.54	4.76	-0.02	-0.48	4.56	4.36	-0.20	-4.48
Pell Grant status										
Received	640	60	69.22	66.80	0.25	0.36	68.97	69.31	0.34	0.50
Did not receive	390	50	30.78	33.20	-0.25	-0.80	31.03	30.69	-0.34	-1.11
Total Pell Grant amount received										
\$0	390	50	30.78	33.20	-0.25	-0.80	31.03	30.69	-0.34	-1.11
Up to \$2,000	220	30	22.38	30.20	-0.80	-3.46	23.18	23.09	-0.09	-0.40
\$2,001–\$3,700	220	20	26.22	18.14	0.83	3.27	25.40	26.57	1.17	4.62
\$3,701 or more	190	20	20.61	18.46	0.22	1.08	20.39	19.66	-0.74	-3.62
Stafford Loan status										
Received	830	90	83.97	85.89	-0.20	-0.23	84.16	84.30	0.14	0.16
Did not receive	210	20	16.03	14.11	0.20	1.24	15.84	15.70	-0.14	-0.87
Total Stafford Loan amount received										
\$0	210	20	16.03	14.11	0.20	1.24	15.84	15.70	-0.14	-0.87
Up to \$2,624	120	10	12.48	12.46	0.00	0.01	12.47	12.90	0.42	3.39
\$2,625	90	10	10.23	8.68	0.16	1.58	10.07	10.31	0.25	2.46
\$2,626 or more	610	70	61.26	64.75	-0.36	-0.58	61.62	61.09	-0.53	-0.86

See notes at end of table.

Table M-40. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, for-profit, 2 years or more institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Institution undergraduate enrollment										
0–1,821	730	70	68.49	64.66	0.39	0.58	68.10	68.95	0.85	1.25
1,822–6,690	240	40	25.29	29.68	-0.45	-1.75	25.74	24.77	-0.96	-3.75
6,691–16,522	30	†	2.40	†	0.25	11.43	2.15	2.45	0.30	13.88
16,523 or more	10	#	2.11	0.57	0.16	8.10	1.95	2.00	0.05	2.39
Unknown	20	#	1.71	5.09	-0.35	-16.88	2.05	1.82	-0.23	-11.22
Age at base year										
15 to 18	250	40	23.96	34.41	-1.07	-4.28	25.03	23.97	-1.06	-4.24
19	170	20	15.92	19.13	-0.33	-2.03	16.25	16.03	-0.22	-1.33
20 to 23	240	20	22.72	20.78	0.20	0.88	22.52	22.92	0.41	1.80
24 to 29	180	20	16.80	18.13	-0.14	-0.81	16.93	16.06	-0.87	-5.16
30+	200	10	20.61	7.54	1.34	6.96	19.27	21.02	1.75*	9.06
High school graduation year										
Before 1998	320	30	31.54	18.47	1.34	4.44	30.20	31.53	1.33	4.41
1998–2002	280	30	27.20	30.43	-0.33	-1.20	27.53	27.12	-0.41	-1.51
2003–04	420	60	39.20	50.11	-1.12	-2.77	40.32	39.40	-0.92	-2.27
Did not complete high school	20	#	2.06	0.99	0.11	5.59	1.95	1.95	#	-0.07
Dependency status at base year										
Dependent	500	60	45.34	57.64	-1.26	-2.71	46.60	45.65	-0.95	-2.03
Independent	540	50	54.66	42.36	1.26	2.36	53.40	54.35	0.95	1.78
Income level at base year										
Dependent										
Less than \$10,000	40	10	3.67	3.18	0.05	1.37	3.62	3.64	0.02	0.69
\$10,000–\$19,999	80	#	8.30	1.21	0.73*	9.60	7.57	7.98	0.41	5.47
\$20,000–\$29,999	90	10	8.62	14.90	-0.64	-6.95	9.27	8.99	-0.27	-2.96
\$30,000–\$39,999	60	10	5.08	9.44	-0.45	-8.08	5.53	5.16	-0.37	-6.72
\$40,000–\$49,999	60	10	5.54	2.99	0.26	4.96	5.28	5.48	0.20	3.83
\$50,000–\$59,999	40	10	3.49	12.78	-0.95	-21.44	4.44	3.95	-0.50	-11.20
\$60,000–\$69,999	30	10	2.41	5.23	-0.29	-10.73	2.70	2.39	-0.30	-11.29
\$70,000–\$79,999	30	#	2.71	2.01	0.07	2.69	2.64	2.69	0.05	1.98
\$80,000–\$99,999	40	#	2.47	1.99	0.05	2.06	2.42	2.38	-0.04	-1.70
\$100,000 or more	50	10	3.05	3.91	-0.09	-2.81	3.13	2.98	-0.15	-4.84

See notes at end of table.

Table M-40. Student nonresponse bias before and after weight adjustment for BPS:04/09 transcript nonresponse, by select variables for students in private, for-profit, 2 years or more institutions: 2009—Continued

Variable	Before nonresponse adjustment						After nonresponse adjustment			
	Unweighted transcript respondents	Unweighted transcript non-respondents	Respondent percent ¹	Non-respondent percent ¹	Estimated bias	Percent relative bias	Overall percent before adjustment ¹	Overall percent after adjustment ²	Estimated bias	Percent relative bias
Independent										
Less than \$10,000	110	10	11.52	2.80	0.89*	8.42	10.63	11.15	0.52	4.94
\$10,000–\$19,999	200	30	21.56	24.62	-0.31	-1.44	21.87	21.03	-0.84	-3.84
\$20,000–\$29,999	100	10	10.34	8.61	0.18	1.74	10.16	10.60	0.44	4.28
\$30,000–\$49,999	80	10	6.12	5.10	0.10	1.74	6.01	6.31	0.29	4.87
\$50,000 or more	50	#	5.12	1.22	0.40	8.47	4.72	5.26	0.54	11.34
Race/ethnicity										
White	520	60	50.91	44.95	0.61	1.21	50.30	50.61	0.31	0.62
Black or African American	220	30	21.68	26.20	-0.46	-2.10	22.14	22.34	0.20	0.89
Hispanic or Latino	200	20	17.52	24.08	-0.67	-3.70	18.19	17.42	-0.77	-4.21
Asian	30	#	1.84	0.94	0.09	5.26	1.75	2.01	0.26	15.00
All other race/ethnicities including more than one race	70	10	8.05	3.82	0.43	5.70	7.62	7.61	-0.01	-0.07
Gender										
Male	480	60	45.69	44.16	0.16	0.35	45.53	45.76	0.23	0.50
Female	550	60	54.31	55.84	-0.16	-0.29	54.47	54.24	-0.23	-0.42
Marital status at base year										
Single, divorced, or widowed	830	100	79.57	85.37	-0.60	-0.74	80.16	79.16	-1.01	-1.25
Married	170	10	16.33	9.80	0.67	4.28	15.66	16.57	0.91	5.79
Separated	40	#	4.10	4.82	-0.07	-1.78	4.17	4.27	0.10	2.36
Citizen status at base year										
US citizen	960	110	92.20	98.50	-0.65	-0.69	92.85	92.23	-0.62	-0.66
Resident alien	70	#	7.73	1.50	0.64	9.00	7.09	7.70	0.61	8.64
Foreign or international student	#	†	0.07	†	0.01	11.43	0.06	0.06	#	7.05

† Not applicable.

Rounds to zero.

* $p < .05$.¹ Weighted using the BPS:04/06 analysis weight.² Weighted using the BPS:04/09 transcript weight.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-41. Nonresponse bias analysis for the item GPA09 (estimate of GPA), BPS:04/09: 2009

Variable	Number eligible to respond to item			Percent distributions			Estimated bias	Relative bias
	Total	Respondents	Non-respondents	Total eligible to respond	Respondents	Non-respondents		
Institution type								
Public								
Less-than-2-year	120	90	30	0.55	0.50	0.75	-0.05	-8.95
2-year	3,640	2,850	790	40.21	37.93	49.68	-2.28*	-5.68
4-year non-doctorate-granting	1,310	1,120	190	11.60	11.93	10.21	0.33	2.88
4-year doctorate-granting	2,670	2,360	310	21.38	23.11	14.22	1.73*	8.07
Private nonprofit								
Less-than-4-year	230	170	60	0.75	0.72	0.87	-0.03	-3.70
4-year non-doctorate-granting	1,890	1,650	240	11.02	11.56	8.80	0.54*	4.86
4-year doctorate-granting	1,370	1,210	160	6.72	7.21	4.66	0.50*	7.37
Private for-profit								
Less-than-2-year	350	260	90	3.06	2.64	4.82	-0.42*	-13.81
2 years or more	390	280	110	4.71	4.40	5.99	-0.31	-6.58
Bureau of Economic Analysis Code (OBE) region								
New England-CT, ME, MA, NH, RI, VT	910	780	140	6.30	6.49	5.55	0.18	2.89
Mideast DE-DC, MD, NJ, NY, PA	1,890	1,580	310	13.56	13.89	12.18	0.33	2.45
Great Lakes-IL, IN, MI, OH, WI	2,050	1,680	370	18.20	18.06	18.78	-0.14	-0.78
Plains-IA, KS, MN, MO, NE, ND, SD	1,300	1,140	170	7.19	7.54	5.76	0.34*	4.79
Southeast-AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV	2,620	2,170	450	22.23	22.46	21.27	0.23	1.04
Southwest-AZ, NM, OK, TX	1,220	980	240	12.29	11.74	14.56	-0.55*	-4.46
Rocky Mountains-CO, ID, MT, UT, WY	380	340	40	3.66	3.95	2.48	0.29*	7.79
Far West-AK, CA, HI, NV, OR, WA	1,450	1,170	280	15.44	14.59	18.97	-0.85*	-5.51
Other Jurisdictions-PR	160	150	10	1.13	1.30	0.44	0.17*	14.73
CPS record available at base year								
Yes	8,790	7,370	1,410	67.78	68.43	65.07	0.65	0.96
No	3,190	2,620	580	32.22	31.57	34.93	-0.65	-2.03
Applied for federal aid								
Yes	9,260	7,760	1,500	72.11	72.61	70.06	0.49	0.68
No	2,720	2,230	490	27.89	27.39	29.94	-0.49	-1.77
Pell Grant status								
Received	3,850	3,070	790	30.99	29.84	35.74	-1.14*	-3.69
Did not receive	8,120	6,920	1,200	69.01	70.16	64.26	1.14*	1.66
Total Pell Grant amount received								
\$0	8,120	6,920	1,200	69.01	70.16	64.26	1.14*	1.66
Up to \$2,000	1,280	1,030	250	11.61	11.38	12.58	-0.23	-2.01
\$2,001–\$3,700	1,300	1,010	290	10.46	9.85	13.01	-0.61*	-5.85
\$3,701 or more	1,270	1,030	240	8.91	8.61	10.15	-0.30	-3.35

See notes at end of table.

Table M-41. Nonresponse bias analysis for the item GPA09 (estimate of GPA), BPS:04/09: 2009—Continued

Variable	Number eligible to respond to item			Percent distributions			Estimated bias	Relative bias
	Total	Respondents	Non-respondents	Total eligible to respond	Respondents	Non-respondents		
Stafford Loan status								
Received	4,790	4,030	760	33.58	34.12	31.34	0.54	1.61
Did not receive	7,190	5,960	1,230	66.42	65.88	68.66	-0.54	-0.81
Total Stafford Loan amount received								
\$0	7,190	5,960	1,230	66.42	65.88	68.66	-0.54	-0.81
Up to \$2,624	770	650	120	6.07	6.10	5.96	0.03	0.44
\$2,625	2,980	2,600	380	18.93	20.22	13.58	1.29*	6.81
\$2,626 or more	1,040	780	260	8.58	7.80	11.80	-0.78*	-9.04
Institution undergraduate enrollment								
0–1,821	2,010	1,610	400	14.21	13.61	16.70	-0.60*	-4.22
1,822–6,690	3,150	2,670	480	22.84	23.39	20.55	0.55	2.42
6,691–16,522	3,220	2,700	520	29.22	29.51	28.04	0.29	0.98
16,523 or more	3,560	2,980	580	33.38	33.20	34.12	-0.18	-0.54
Unknown	50	40	10	0.36	0.30	0.60	-0.06	-16.12
Age at base year								
15 to 18	6,510	5,610	910	50.41	52.22	42.89	1.81*	3.59
19	3,350	2,820	530	25.59	25.95	24.08	0.36	1.42
20 to 23	1,000	740	260	10.72	9.59	15.39	-1.13*	-10.51
24 to 29	500	370	120	5.51	5.13	7.07	-0.38*	-6.85
30+	620	450	170	7.78	7.11	10.56	-0.67*	-8.62
High school graduation year								
Before 1998	980	720	260	11.87	10.83	16.16	-1.04*	-8.72
1998–2002	1,330	1,000	340	14.18	13.01	19.02	-1.17*	-8.24
2003–04	9,620	8,230	1,390	73.33	75.48	64.41	2.15*	2.93
Did not complete high school	40	40	10	0.62	0.67	0.40	0.05	8.46
Dependency status at base year								
Dependent	10,220	8,680	1,540	79.99	81.54	73.56	1.55*	1.94
Independent	1,760	1,310	460	20.01	18.46	26.44	-1.55*	-7.74
Income level at base year								
Dependent								
Less than \$10,000	490	380	110	4.17	3.75	5.92	-0.42*	-10.13
\$10,000–\$19,999	760	630	130	6.06	6.15	5.69	0.09	1.45
\$20,000–\$29,999	950	750	200	7.08	6.61	9.01	-0.47*	-6.59
\$30,000–\$39,999	950	790	150	8.10	8.21	7.64	0.11	1.37
\$40,000–\$49,999	880	730	150	6.95	7.01	6.72	0.06	0.82
\$50,000–\$59,999	840	720	120	6.84	6.93	6.42	0.10	1.45
\$60,000–\$69,999	980	840	140	8.09	8.17	7.73	0.09	1.07
\$70,000–\$79,999	750	660	90	6.23	6.61	4.66	0.38*	6.08

See notes at end of table.

Table M-41. Nonresponse bias analysis for the item GPA09 (estimate of GPA), BPS:04/09: 2009—Continued

Variable	Number eligible to respond to item			Percent distributions			Estimated bias	Relative bias
	Total	Respondents	Non-respondents	Total eligible to respond	Respondents	Non-respondents		
Dependent—Continued								
\$80,000–\$99,999	1,320	1,140	170	9.24	9.74	7.15	0.50*	5.45
\$100,000 or more	2,310	2,040	270	17.24	18.35	12.61	1.11*	6.47
Independent								
Less than \$10,000	330	250	90	3.38	3.14	4.37	-0.24	-7.07
\$10,000–\$19,999	650	470	180	6.73	6.01	9.76	-0.73*	-10.82
\$20,000–\$29,999	290	220	70	3.12	2.97	3.77	-0.16	-5.00
\$30,000–\$49,999	270	200	70	3.51	3.12	5.10	-0.38*	-10.92
\$50,000 or more	210	170	40	3.27	3.23	3.45	-0.04	-1.31
Race/ethnicity								
White	7,840	6,730	1,100	62.29	64.45	53.34	2.16*	3.47
Black or African American	1,520	1,160	360	13.46	12.29	18.32	-1.17*	-8.71
Hispanic or Latino	1,380	1,090	290	13.37	12.60	16.59	-0.78*	-5.80
Asian	640	520	120	5.78	5.67	6.20	-0.10	-1.78
All other race/ethnicities including more than one race	610	490	120	5.10	4.99	5.54	-0.11	-2.12
Gender								
Male	4,910	4,020	890	42.28	41.06	47.34	-1.22*	-2.89
Female	7,070	5,960	1,100	57.72	58.94	52.66	1.22*	2.12
Marital status at base year								
Single, divorced, or widowed	11,260	9,440	1,820	91.62	92.03	89.93	0.41	0.44
Married	610	480	140	7.42	7.01	9.10	-0.41	-5.47
Separated	110	80	30	0.96	0.96	0.97	#	-0.11
Citizen status at base year								
US citizen	11,320	9,500	1,830	93.11	93.83	90.09	0.73*	0.78
Resident alien	520	400	120	5.44	5.07	6.98	-0.37*	-6.84
Foreign or international student	140	90	50	1.45	1.10	2.92	-0.35*	-24.34

Rounds to zero.

* $p < .05$.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles. Results are prior to imputation, and are weighted by the BPS:04/09 study weight. Cases with legitimate skips are not included in the results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-42. Summary of item bias analysis for the BPS:04/09 CATI items: 2009

Variable	Label	Mean bias	Median bias	Mean percent relative bias	Median percent relative bias	Percent of biases that are statistically significant
AFFORD09	Afford school without working	0.69	0.50	5.64	4.43	51.28
CARAMT09	Monthly car payment amount	0.95	0.71	9.45	5.55	43.59
CARLN09	Have loan or lease payments for car	0.45	0.35	4.25	2.40	42.31
CLTY09A	Type of class: arts and humanities	1.10	0.83	9.65	8.05	17.95
CLTY09B	Type of class: business and marketing	1.10	0.83	9.65	8.05	17.95
CLTY09C	Type of class: career and technical education	1.10	0.83	9.65	8.05	17.95
CLTY09D	Type of class: communications	1.10	0.83	9.65	8.05	17.95
CLTY09E	Type of class: computer science	1.10	0.83	9.65	8.05	17.95
CLTY09F	Type of class: education	1.10	0.83	9.65	8.05	17.95
CLTY09G	Type of class: engineering and engineering technology	1.10	0.83	9.65	8.05	17.95
CLTY09H	Type of class: healthcare	1.10	0.83	9.65	8.05	17.95
CLTY09I	Type of class: natural sciences and mathematics	1.10	0.83	9.65	8.05	17.95
CLTY09J	Type of class: social sciences	1.10	0.83	9.65	8.05	17.95
CLTY09X	Type of class: other	1.10	0.83	9.65	8.05	17.95
COMHRS09	Number of hours volunteered per month	1.78	1.38	14.36	11.04	50.00
COMONE09	One time volunteer event	1.68	1.33	13.97	11.54	60.26
COMSRV09	Community service/volunteer in last 12 months	0.44	0.36	4.22	2.38	37.18
CRDANY09	Have credit cards	0.45	0.36	4.24	2.45	38.46
CRDBAL09	Balance due on all credit cards	0.57	0.51	6.17	3.53	20.51
CRDPAY09	Pay off or carry credit balance	1.12	0.84	9.97	6.53	67.95
DEPANY09	Has dependent children	0.44	0.26	4.23	2.43	42.31
DEPNUM09	Number of dependent children	0.44	0.26	4.23	2.45	42.31
DEPYNG09	Age of youngest dependent child	2.93	1.80	20.16	16.39	74.36
DGEVR09	Highest education level ever expected	0.47	0.37	4.33	2.66	41.03
DISMOB09	Disability: mobility impairment	0.46	0.39	4.36	2.51	39.74
DISOTH09	Disability: other disability	0.44	0.35	4.19	2.47	38.46
DISSEN09	Disability: sensory impairment	0.44	0.35	4.15	2.71	39.74
EMPL09	Loan influenced employment plans	2.22	1.50	15.96	12.84	51.28
EMPL09A	Loan influenced employment plans: had to work more hours	2.22	1.50	15.96	12.84	51.28
EMPL09B	Loan influenced employment plans: had to work more than one job	2.22	1.50	15.96	12.84	51.28
EMPL09C	Loan influenced employment plans: took job outside field	2.22	1.50	15.96	12.84	51.28
EMPL09D	Loan influenced employment plans: took less desirable job	2.22	1.50	15.96	12.84	51.28
EMPL09X	Loan influenced employment plans: other reason	1.33	0.85	9.18	8.06	55.13
EMPTY09	Type of employer	0.69	0.51	5.61	4.17	50.00
GPA09	Estimate of GPA	0.61	0.44	4.92	3.70	52.56
GRCRED09	Earned credit for non-degree postbaccalaureate courses	2.29	2.01	26.33	13.83	27.27

See notes at end of table.

Table M-42. Summary of item bias analysis for the BPS:04/09 CATI items: 2009—Continued

Variable	Label	Mean bias	Median bias	Mean percent relative bias	Median percent relative bias	Percent of biases that are statistically significant
GRDEG09	Enrolled in degree/certificate program since earning bachelor's degree	0.53	0.40	6.86	3.50	34.62
GREN09	Current attendance in graduate school	0.25	0.20	2.33	1.41	41.03
GREXP09	Expect to enroll in postbaccalaureate program before July 2009	0.91	0.67	12.51	5.07	39.74
GRNDEG09	Enrolled in non-degree coursework since earning bachelor's	0.52	0.39	6.86	3.69	32.05
HHCP09A	Household composition: children or dependents	0.45	0.36	4.25	2.46	39.74
HHCP09B	Household composition: live alone	0.45	0.36	4.25	2.46	39.74
HHCP09C	Household composition: parents or in-laws	0.45	0.36	4.25	2.46	39.74
HHCP09D	Household composition: spouse or domestic partner	0.45	0.36	4.25	2.46	39.74
HHCP09X	Household composition: other	0.45	0.36	4.25	2.46	39.74
HOUSE09	Own home or pay rent	0.43	0.32	4.22	2.40	37.18
HRSWK09	Hours worked per week when last enrolled	0.68	0.47	5.61	4.56	46.15
INCRS09	Employment: total earnings	0.79	0.58	8.15	5.11	47.44
INCSPS08	Spouse's earnings from all sources in 2008	2.56	1.55	17.57	12.14	57.69
JBEN09A	Employer offers benefits: life insurance	0.79	0.63	8.17	5.09	43.59
JBEN09B	Employer offers benefits: medical insurance	0.79	0.63	8.17	5.09	43.59
JBEN09C	Employer offers benefits: retirement benefits	0.79	0.63	8.17	5.09	43.59
JOBCAR09	Consider current job start of career	0.74	0.53	7.70	4.43	41.03
JOB09A	Job description: allows freedom for other interests	1.12	1.00	10.63	4.94	25.64
JOB09B	Job description: pays the bills	1.12	1.00	10.63	4.94	25.64
JOB09C	Job description: provides benefits	1.12	1.00	10.63	4.94	25.64
JOB09D	Job description: provides experience for future	1.12	1.00	10.63	4.94	25.64
JOB09X	Job description: other	1.12	1.00	10.63	4.94	25.64
JOB09F	Difficulty in doing job without undergraduate coursework	0.74	0.53	7.66	4.42	41.03
JOBEMP09	Type of employer	0.73	0.51	7.56	4.25	38.46
JOB09ST	First job since last enrolled	1.27	0.90	10.82	6.55	47.44
JOBHRS09	Hours worked per week	0.74	0.57	7.73	4.79	43.59
JOBIND09	Job 2009: type of industry	0.76	0.56	7.78	4.55	41.03
JOBLCG09	License required for current job: general code	1.73	1.38	16.79	9.14	28.21
JOBLCH09	Already hold license or certification	1.73	1.37	16.79	9.25	28.21
JOBLCS09	License required for current job: specific code	1.97	1.10	17.72	9.94	32.05
JOBMON09	Total number of months in same or similar job	1.19	0.75	9.96	5.78	57.69
JOBOCC09	Job 2009: type of occupation	0.73	0.51	7.60	4.34	42.31
JOBPS09	Job search assistance from school placement office	1.27	0.90	10.74	6.87	46.15
JOB09RA	Job responsibilities: hiring or firing decisions	0.81	0.62	8.25	5.36	44.87
JOB09RB	Job responsibilities: set salaries	0.81	0.62	8.25	5.36	44.87
JOB09RC	Job responsibilities: supervise others	0.81	0.62	8.25	5.36	44.87
JOBRCR09	Job related to undergraduate coursework	1.82	1.24	15.61	9.45	48.72

See notes at end of table.

Table M-42. Summary of item bias analysis for the BPS:04/09 CATI items: 2009—Continued

Variable	Label	Mean bias	Median bias	Mean percent relative bias	Median percent relative bias	Percent of biases that are statistically significant
JOBRCT09	Employer required: vocational or technical certificate	0.74	0.54	7.70	4.66	42.31
JOBRDG09	Employer required: 2-year or 4-year college degree	0.74	0.54	7.70	4.66	42.31
JOBRLC09	Employer required: industry certification or license	0.74	0.54	7.70	4.66	42.31
JOBRLM09	Job related to undergraduate major	2.82	1.61	24.37	18.08	71.79
JOBS09A	Job satisfaction: fringe benefits	0.80	0.61	8.07	4.83	42.31
JOBS09B	Job satisfaction: importance and challenge	0.78	0.59	8.08	4.81	44.87
JOBS09C	Job satisfaction: job security	0.79	0.60	8.02	4.68	43.59
JOBS09D	Job satisfaction: opportunities for future training and education	0.81	0.63	8.28	5.02	42.31
JOBS09E	Job satisfaction: opportunities for promotion	0.80	0.62	8.18	4.96	42.31
JOBS09F	Job satisfaction: opportunities to use education	0.81	0.61	8.22	4.81	42.31
JOBS09G	Job satisfaction: overall	0.80	0.62	8.17	4.96	44.87
JOBS09H	Job satisfaction: pay	0.80	0.62	8.13	4.91	43.59
JOBSBE09	Same or similar job before enrolled	0.74	0.53	7.67	4.83	41.03
JOBST09	Currently employed	0.48	0.37	5.26	3.25	32.05
JOBSWE09	Same or similar job while enrolled	0.74	0.51	7.67	4.76	41.03
JOBUG09	Undergraduate education helped advance career	0.73	0.53	7.66	4.39	41.03
LNDWI09	Loan debt worthwhile investment	0.90	0.61	5.62	5.10	56.41
LNHELP09	Anyone helping to repay loans	3.36	2.03	25.89	18.04	66.67
LNIEP09	Loan influenced enrollment plans	0.74	0.43	4.98	4.57	25.64
LNIN09A	Influence of student loans on enrollment: chose more affordable school	1.08	0.62	7.51	5.54	12.82
LNIN09B	Influence of student loans on enrollment: enrolled during summer	1.08	0.62	7.51	5.54	12.82
LNIN09C	Influence of student loans on enrollment: enrolled sooner	1.08	0.62	7.51	5.54	12.82
LNIN09D	Influence of student loans on enrollment: increased/decreased classes	1.08	0.62	7.51	5.54	12.82
LNIN09E	Influence of student loans on enrollment: postponed enrollment	1.08	0.62	7.51	5.54	12.82
LNIN09F	Influence of student loans on enrollment: took terms off	1.08	0.62	7.51	5.54	12.82
LNIN09X	Influence of student loans on enrollment: other reason	1.08	0.62	7.51	5.54	12.82
LNTY09A	Type of undergraduate loan: federal	0.93	0.61	5.77	5.12	57.69
LNTY09B	Type of undergraduate loan: private	0.93	0.61	5.77	5.12	57.69
LNTY09C	Type of undergraduate loan: other	0.93	0.61	5.77	5.12	57.69
LOCALR09	Residence while enrolled	0.50	0.35	4.09	3.21	46.15
LOCJOB09	Job on or off campus	0.69	0.51	5.66	4.26	53.85
MAJ09CHG	Frequency of formal major changes	0.41	0.28	3.70	2.36	35.90
MAJ09DBL	Earned a double major with degree	0.54	0.41	7.04	3.57	34.62
MNREA09	Job while enrolled 2009: Main reason for working	0.70	0.52	5.71	4.27	52.56
MTGAMT09	Monthly rent or mortgage payment amount	0.53	0.32	5.33	2.24	29.49
NUMJOB09	Number of jobs during last term of enrollment	0.49	0.35	4.03	3.08	46.15

See notes at end of table.

Table M-42. Summary of item bias analysis for the BPS:04/09 CATI items: 2009—Continued

Variable	Label	Mean bias	Median bias	Mean percent relative bias	Median percent relative bias	Percent of biases that are statistically significant
PARDIE09	Parents deceased	0.50	0.33	4.08	3.29	46.15
PRSP09A	Help from parents: no financial support	0.50	0.33	4.08	3.29	46.15
PRSP09B	Help from parents: other educational/living expenses	0.50	0.33	4.08	3.29	46.15
PRSP09C	Help from parents: tuition and fees	0.50	0.33	4.08	3.29	46.15
RELCRS09	Job related to coursework	1.09	0.72	10.04	7.30	3.85
RELMAJ09	Job related to major	0.58	0.41	5.13	3.34	42.31
RPYAMT09	Monthly payment on undergraduate loans	1.33	0.83	10.09	7.63	42.31
RPYSL09	Currently repaying any undergraduate loans	0.84	0.55	5.58	5.17	47.44
RSNLSA	Purpose (last school) 2009: earn a degree	0.65	0.43	5.53	3.81	21.79
RSNLSB	Purpose (last school) 2009: earn credits	0.65	0.43	5.53	3.81	21.79
RSNLSC	Purpose (last school) 2009: gain job skills	0.65	0.43	5.53	3.81	21.79
RSNLSD	Purpose (last school) 2009: personal interest	0.65	0.43	5.53	3.81	21.79
RSNLSE	Purpose (last school) 2009: transfer to 4 yr	0.65	0.43	5.53	3.81	21.79
RSNLSX	Purpose (last school) 2009: other reason	0.65	0.43	5.53	3.81	21.79
RSPL09A	Reason for taking out private loan: deferment of loan repayment	1.76	1.29	11.60	9.70	55.13
RSPL09B	Reason for taking out private loan: did not qualify for other aid	1.76	1.29	11.60	9.70	55.13
RSPL09C	Reason for taking out private loan: issued directly to student	1.76	1.29	11.60	9.70	55.13
RSPL09D	Reason for taking out private loan: needed more money	1.76	1.29	11.60	9.70	55.13
RSPL09E	Reason for taking out private loan: private loan application easy	1.76	1.29	11.60	9.70	55.13
RSPL09X	Reason for taking out private loan: other reason	1.76	1.29	11.60	9.70	55.13
SATMAJ09	Satisfaction with choice of major	0.22	0.18	2.14	1.27	24.36
SATUG09	Satisfaction with quality of undergraduate education	0.22	0.18	2.14	1.28	25.64
SEROLE09	Primary role while working	0.68	0.51	5.60	4.23	48.72
SMAR09	Current marital status	0.54	0.44	4.94	3.20	52.56
SPNM08	Not married to spouse in 2008	2.42	1.51	16.93	11.32	56.41
SPSBOR09	Spouse's total student loan amount	2.84	2.01	24.86	14.22	38.46
SPSED09	Spouse's highest education level	2.65	1.59	18.03	12.18	58.97
SPSLN09	Spouse has student loans	2.66	1.66	18.21	12.24	56.41
SPSLNR09	Spouse's monthly student loan payment: not yet in repayment	3.18	2.44	28.26	19.53	39.74
SPSOWE09	Amount of spouse's loans still owed	2.97	2.10	25.44	16.46	38.46
SPSRPY09	Spouse's monthly student loan payment	3.50	2.77	30.63	17.23	37.18
TEACH09	Plan on teaching K-12	0.45	0.34	4.21	2.41	43.59
TRCRAC09	School accepted transfer credits	0.77	0.57	7.75	4.64	32.05
TRCREV09	Attempted transfer credits to school	0.30	0.23	2.95	1.85	17.95
UGEWC09	Undergraduate education worth the cost	0.22	0.17	2.15	1.29	21.79
UGLV09	Undergraduate level during most recent term	0.91	0.66	9.29	4.95	6.41

See notes at end of table.

Table M-42. Summary of item bias analysis for the BPS:04/09 CATI items: 2009—Continued

Variable	Label	Mean bias	Median bias	Mean percent relative bias	Median percent relative bias	Percent of biases that are statistically significant
UNEMCP09	Receiving unemployment compensation	1.54	1.13	12.31	7.22	17.95
UNEMPD09	Date of last employment	1.46	1.14	13.71	8.22	23.08
UNEMPG09	Ever unemployed at least three months since undergraduate graduation	0.50	0.35	5.44	3.18	32.05
UNEMPL09	Currently looking for a job	1.64	1.00	12.90	9.72	28.21
UNEMPN09	Number of times unemployment has lasted more than three months	1.15	0.85	8.78	5.22	23.08
UNEMPT09	Longest period of unemployment in months	1.17	0.87	8.94	5.92	21.79
UNEMPX09	No employment after undergraduate enrollment	1.60	1.10	12.43	8.76	25.64
UNTAX09	Received untaxed benefits in 2008	0.45	0.37	4.24	2.41	41.03
VLT09A	Volunteer type: fundraising (political or non-political)	1.68	1.31	14.00	11.59	64.10
VLT09B	Volunteer type: health services	1.68	1.31	14.00	11.59	64.10
VLT09C	Volunteer: homeless shelter or soup kitchen	1.68	1.31	14.00	11.59	64.10
VLT09D	Volunteer type: neighborhood improvement	1.68	1.31	14.00	11.59	64.10
VLT09E	Volunteer type: other work with kids	1.68	1.31	14.00	11.59	64.10
VLT09F	Volunteer type: service to the church	1.68	1.31	14.00	11.59	64.10
VLT09G	Volunteer type: nonprofit organizations	1.68	1.31	14.00	11.59	64.10
VLT09H	Volunteer type: service to the community	1.68	1.31	14.00	11.59	64.10
VLT09I	Volunteer type: tutoring or education-related	1.68	1.31	14.00	11.59	64.10
VLT09X	Volunteer type: other	1.68	1.31	14.00	11.59	64.10
VLTR09B	Start volunteering because of school-related activity	2.00	1.32	16.30	11.22	46.15
VOTE09	Vote in last presidential election	0.51	0.41	5.52	3.20	46.15
VOTERG09	Registered to vote	0.41	0.33	4.41	2.56	34.62
VOTEVE09	Ever voted in a U.S. election	0.18	0.14	2.00	1.42	26.92
WRKST09	Work-study job	0.69	0.51	5.69	4.22	53.85

NOTE: The results are prior to imputation (i.e., using the questionnaire data) and include study respondents who did not respond to the interview. The mean and medians are computed over the absolute values of the bias and percent relative bias. The bias was computed using the BPS:04/09 study weight.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).

Table M-43. Summary of item bias analysis for the BPS:04/09 student-level derived transcript variables that have less than 85% response rate: 2009

Variable	Description	Mean bias	Median bias	Mean percent relative bias	Median percent relative bias	Percent of biases that are statistically significant
QBHSMY	High school graduation year and month	2.46	1.32	21.04	12.92	50.00
QD2NDSTP	Length of 2nd Stopout	1.91	1.31	19.07	12.68	29.49
QD3RDSTP	Length of 3rd stopout	11.00	6.58	63.20	55.67	47.44
QDBC2ASC	Elapsed time from bachelor's degree to associate's degree	10.56	8.29	65.28	63.50	16.44
QDFA2CRT	Elapsed time from entry to certificate	2.01	1.60	19.71	15.51	51.28
QDMAJCHG	Major change during first transfer indicator	4.36	2.95	27.82	25.11	47.44
QDMAJRS	Major at receiving school for first transfer	3.91	2.58	27.83	19.55	80.77
QDMAJSS	Major at sending school for first transfer	5.01	2.46	35.95	30.52	27.63
QDTCRSS	Total credits taken at origin school for first transfer	1.55	0.71	11.09	8.47	44.87
QDTRRAT	Successful transfer percentage for first transfer	1.55	0.71	11.09	8.47	44.87
QECONGPA	Construction technical and trades occupations GPA	1.30	1.00	15.71	11.10	7.69
QEGPAL2N	Less than 2-year private, nonprofit: GPA	1.34	0.46	8.76	6.17	44.87
QEGPAL2P	Less than 2-year public: GPA	1.32	0.81	13.89	5.79	25.64
QEGPALT2	GPA at less-than 2-year institutions	1.39	0.88	13.37	7.37	28.21
QEGPAPFP	GPA at private, for profit institutions	4.46	2.40	25.63	22.64	62.82
QEGPAPN2	2-year private, nonprofit: GPA	0.58	0.42	6.26	3.61	25.64
QEINDGPA	Industrial and mechanical technologies and trades occupations GPA	0.53	0.28	4.85	3.02	10.26
QELGLGPA	Business and legal support occupation GPA	0.58	0.40	6.04	3.96	19.23
QELGPA2F	Less than 2-year private, for-profit: GPA	4.84	3.44	44.26	36.88	0.00
QEPMAGPA	Pre-college level mathematics courses: GPA	0.55	0.38	5.32	3.78	17.95
QEPSNGPA	Personal, food, and home services occupations GPA	0.56	0.40	6.32	4.55	26.92
QESPTGPA	Sports/PE/recreation GPA	0.78	0.47	5.52	3.84	29.49
QESTTGPA	Student teaching courses: GPA	0.64	0.39	4.65	3.31	26.92
QFCGND	No degree field of study: 2-digit CIP	1.01	0.48	7.00	4.98	38.46
QFCSND	No degree field of study: 4-digit CIP	1.47	0.77	11.67	8.01	7.69
QFMJSTEM	STEM field of study: major	0.96	0.74	8.21	5.91	23.08

NOTE: The results are based on all students with at least one transcript. The mean and medians are computed over the absolute values of the bias and percent relative bias. The bias was computed using the BPS:04/09 student transcript analysis weight.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09).