

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

Data File Documentation

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Executive Summary

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

Sample Design

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

Student Interview Design and Data Collection

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

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

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

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

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

Administrative Data Sources

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

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

Data File Processing and Preparation

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

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

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

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

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

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

Weighting and Variance Estimation

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

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

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Chapter 1. Overview of BPS:12/14

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

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

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

1.1 Background and Purpose of BPS

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

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

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

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

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

Table 1. Chronology of BPS: 1990–2017

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

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

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

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

1.2 Overview of Study Design

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

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

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

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

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

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

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

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

1.3 Schedule and Products

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

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

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

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

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

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Chapter 2. Sampling

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

2.1 Target Populations

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

2.1.1 *Institution Universe for NPSAS:12*

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

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

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

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

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

2.1.2 Student Universe for NPSAS:12

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

- enrolled in either: (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; (c) exclusively noncredit remedial coursework but determined by the institution to be eligible for Title IV aid; or (d) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award;
- not currently enrolled in high school; and
- not solely enrolled in a General Educational Development (GED) or other high school completion program.

2.1.3 Student Universe for BPS:12/14

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

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

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

2.2 Institutional and Student Samples for NPSAS:12

The NPSAS:12 sampling design was a two-stage design in which eligible institutions were selected at the first stage, and eligible students were selected at the second stage within eligible, responding sample institutions.

2.2.1 *Institution Sample for NPSAS:12*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.2.2 Student Sample for NPSAS:12

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Rounds to zero.

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

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

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

2.2.3 Study Membership in NPSAS:12

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

† Not applicable.

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

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

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

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

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

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

Rounds to zero.

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

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

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

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

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

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

- indicator of FTB status from the institution enrollment lists used for NPSAS:12 student sampling;
- indicator of FTB status from CPS;
- indicator of FTB status from student-level data obtained from institutional records;
- student reports (obtained during the NPSAS:12 interview) indicating that they were FTB students during the 2011–12 academic year;
- year of high school graduation;
- receipt of Stafford Loan (date loan was first received and number of years loan was received);
- receipt of Pell Grant (date grant was first received and number of years grant was received); and
- undergraduate class level.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.1 Student Interview Design and Systems

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

3.1.1 Student Interview Design

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

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

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

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

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

Figure 1. Interview sections and topics: 2014



NOTE: NPSAS = National Postsecondary Student Aid Study.

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

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

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

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

3.1.2 Data Collection Systems

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.2 Student Interview Data Collection

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

3.2.1 Study Website and Help Desk

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

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

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

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

Welcome to the BPS Survey

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

Study ID:

Through this website you can:

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

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0631. The time required to complete this information collection is estimated to average 35 minutes per response, including the time to review instructions, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this survey, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this survey, write directly to: The 2012-14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14), National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

RTI INTERNATIONAL | ies INSTITUTE OF EDUCATION SCIENCES

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

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

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

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

3.2.2 *Training of Interview Data Collection Staff*

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

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

Table 10. Training of data collection staff: 2014

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

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

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

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

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

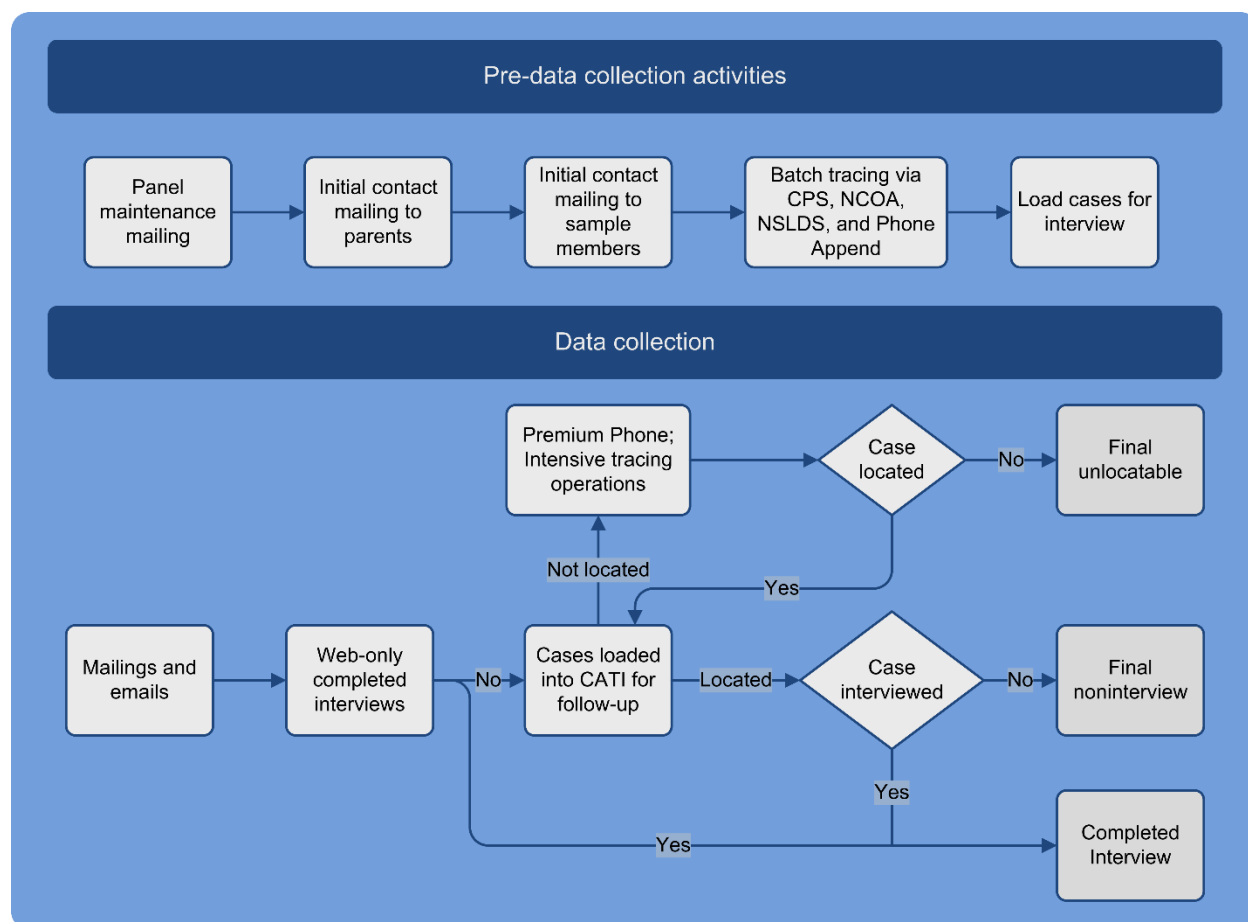
Data collection interviewers (DCIs). DCIs were the primary point of contact with sample members. Their responsibilities included conducting CATI surveys, responding to sample member concerns, providing technical assistance for logging in to the web survey, gaining cooperation, and averting or converting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

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

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

3.2.3 *Locating, Tracing, and Contacting Sample Members*

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

Figure 3. Sample member locating activities: 2014

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

3.2.3.1 Batch tracing

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

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

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

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

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

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

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

Results of batch processing are discussed in section 3.4.1.

3.2.3.2 *Panel maintenance and data collection mailings*

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

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

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

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

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

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

3.2.3.3 *CATI locating*

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

3.2.3.4 *Intensive tracing*

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

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

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

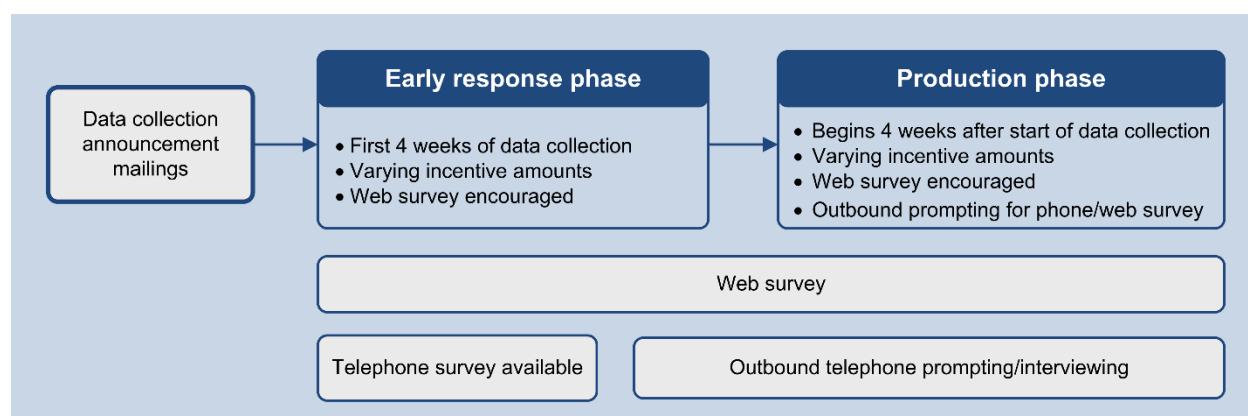
- used directory assistance for telephone number searches based on address records of the sample member or other contacts;
- contacted individuals associated with last known addresses, such as landlords, current occupants, tax assessors, and alumni affairs offices;
- conducted internet searches using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

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

3.2.4 Interviewing

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

Figure 4. Data collection phases: 2014



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

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

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

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

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

3.3 Data Collection Quality Control

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

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

3.3.1 Interview Monitoring

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

3.3.2 Help Desk

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

3.3.3 Quality Control Meetings

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

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

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

3.3.4 Debriefing

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

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

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

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

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

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

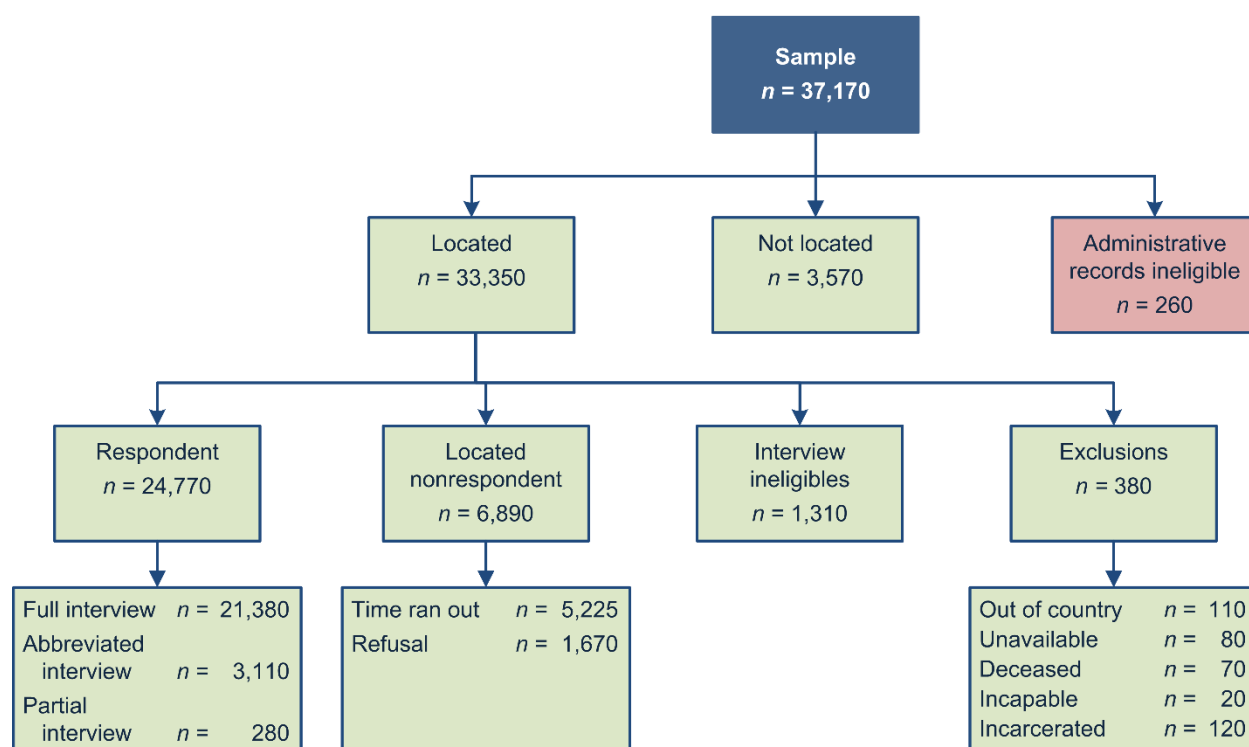
Student survey administration. Overall, interviewers expressed satisfaction with their experience administering BPS. They felt the survey was relatively easy to administer and that respondents understood the survey questions and were largely able to provide clear responses. Interviewers, however, reported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

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

3.4 Student Interview Data Collection Outcomes

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

Figure 5. Overall locating and interviewing results: 2014



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

3.4.1 Student Locating Results

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

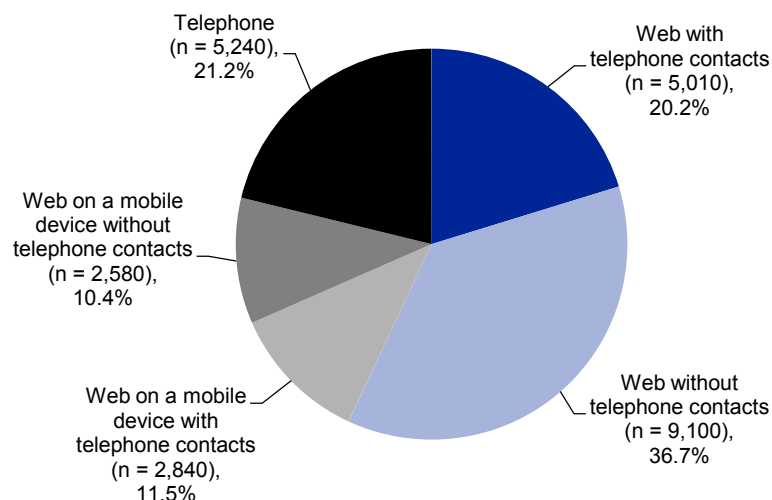
NOTE: TOPS = tracing operations. Detail may not sum to totals because of rounding.

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

3.4.2 Student Interview Response Rates

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.4.3 Interview Timing Burden

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.4.3.1 Timing by base-year response status

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

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

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

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

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

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

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

As expected, given the additional questions they received to confirm survey eligibility, base-year nonrespondents took significantly more time to complete the Enrollment section, at 13.2 minutes, than did base-year respondents, who took 9.1 minutes to complete the section. Base-year nonrespondents also received additional questions in the Locating section because minimal locating information had previously been collected for this group. The Locating section required significantly more time to complete for base-year nonrespondents, at 5.1 minutes, than it did for base-year respondents, at 4.0 minutes. Additionally, although they did not receive any extra questions in the following sections, these sections also took base-year nonrespondents a significantly longer amount of time to complete in comparison to base-year respondents: Employment; Income and Expenses; and Background. Only the Education Experiences and Financial Aid sections showed no significant differences in timing between the base-year nonrespondent and base-year respondent groups.

3.4.3.2 *Timing by enrollment status*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.4.3.3 Longest form times

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

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

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

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

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

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

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

3.4.3.4 *Timing by use of mobile device*

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

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

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

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

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

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

3.4.4 Telephone Interviewer Hours

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

3.4.5 Number of Calls to Sample Members

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

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

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

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

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

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

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

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

3.4.6 Refusal Aversion and Refusal Conversion

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

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

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

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

Rounds to zero.

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

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

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

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

3.4.7 Evaluation of Responsive Design

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

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

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

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

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

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

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

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

NOTE: CATI = computer-assisted telephone interviewing.

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

Experiment 1: Determining the baseline incentive

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

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

Experiment 2: Determining the optimal monetary incentive increase

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

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

3.4.7.2 Importance measure

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

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

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

- highest degree expected;

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

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

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

3.4.7.3 *Impact on nonresponse bias*

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

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

- region (categorical);

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

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

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

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

Nonresponse bias statistics ¹	Overall	Public less-than- 2-year	Public 2-year	Public 4-year non- doctorate- granting	Public 4-year doctorate- granting	Private nonprofit less-than- 4-year	Private nonprofit 4-year non- doctorate- granting	Private nonprofit 4-year doctorate- granting	Private for-profit less-than- 2-year	Private for-profit 2-year	Private for-profit 4-year
All respondents											
Mean percent relative bias across characteristics	10.7	7.8	6.4	8.9	4.2	12.9	7.1	4.7	13.0	9.6	7.2
Median percent relative bias across characteristics	6.3	5.1	3.8	4.6	2.7	8.8	4.0	3.8	7.5	5.4	5.5
Percentage of characteristics with significant bias	62.1	36.4	29.0	43.2	33.3	7.4	32.6	29.3	25.0	8.3	11.7
Respondents excluding those selected for responsive design											
Mean percent relative bias across characteristics	22.9	12.5	12.8	13.6	4.3	29.0	16.5	4.7	12.1	18.2	11.6
Median percent relative bias across characteristics	12.4	9.7	5.0	7.8	3.0	16.5	4.2	3.6	4.7	9.0	8.1
Percentage of characteristics with significant bias	73.6	16.7	26.9	55.6	37.5	32.4	31.8	30.2	17.1	5.7	9.7

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

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

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

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

3.5 Evaluation of Student Interview Items

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

3.5.1 Instrument Coders

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

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

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

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

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

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

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

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

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

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

NOTE: IPEDS = Integrated Postsecondary Education Data System.

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

3.5.2 Help Text

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

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

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

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

NOTE: NPSAS = National Postsecondary Student Aid Study. Table is based on the rates of help text access for interview screens administered to a minimum of 50 respondents and in which help text was accessed at an overall rate of at least 4 percent. Partial and abbreviated interviews were excluded from the analysis. Detail may not sum to totals because of rounding.

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

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

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

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

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

3.5.3 Conversion Text

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

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

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

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

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

See notes at end of table.

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

Item	Item description	Mobile					Telephone				
		Number of cases	Number converted	Total percent converted	Percent converted to a valid response	Percent converted to a “don’t know”	Number of cases	Number converted	Total percent converted	Percent converted to a valid response	Percent converted to a “don’t know”
B14ALT30	Categorical ranges of age	#	#	100.0	100.0	†	†	†	†	†	†
B14AELIG	Attended NPSAS at any time during 2011–12 academic year	†	†	†	†		†	†	†	†	†
B14ANPCMPD01	NPSAS other attendance 1: completed degree/certificate requirements	#	#	100.0	100.0	†	#	#	100.0	100.0	†
B14AOTSCHENR	Attended another school between July 2011 and June 2014	50	50	100.0	100.0	†	20	20	100.0	100.0	†
B14AOTCMPD01	Other school attendance 1: completed degree/certificate requirements	#	#	100.0	100.0	†	#	#	100.0	100.0	†
B14FHISP	Respondent of Hispanic or Latino Origin	†	†	†	†	†	†	†	†	†	†
B14EINCSP	Spouse’s income in 2013	10	10	100.0	80.0	10.0	10	10	100.0	130.0	10.0
B14AOTOTDGO1	Other school attendance 1: attendance at another school	10	10	100.0	100.0	†	#	#	100.0	100.0	†
B14BREMEVER	Took remedial courses since high school	20	10	93.3	93.3	†	#	#	100.0	100.0	†
B14ASAMEDEG	Attended NPSAS after July 2012 for program started 2011–12	30	30	100.0	100.0	†	20	20	86.4	86.4	†
B14COTGRTAMT	Amount other grants received 2013–14	20	20	84.2	84.2	†	20	20	100.0	100.0	†
B14ANPENRL01	NPSAS other attendance 1: monthly/annual attendance July 2011–2014	40	40	97.3	97.3	†	20	20	95.7	95.7	†
B14ACONTENRA	Will continue to attend NPSAS for current degree/certificate July 2014-Dec 2014	10	10	100.0	100.0	†	10	#	60.0	60.0	†
B14DANYJOBS	Worked for pay after June 2011	20	20	90.0	90.0	†	10	10	92.9	92.9	†
B14ASAMESCH	Attended NPSAS at any time between July 2012 and June 2014	30	20	82.8	82.8	†	10	10	85.7	85.7	†

† Not applicable.

Rounds to zero.

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

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

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

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

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

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

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

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

3.5.4 Item-level Nonresponse

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

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

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

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

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

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

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

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

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

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

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Chapter 4. Overview of Administrative Data Sources

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

4.1 The Central Processing System

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

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

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

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

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

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

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

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

4.2 National Student Loan Data System

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

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

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

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

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

4.3 National Student Clearinghouse

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

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

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

Table 35. National Student Clearinghouse StudentTracker matching results: 2014

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

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

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

4.4 ACT and SAT Reasoning Test in NPSAS:12

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

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

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

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

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

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

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

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

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

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Chapter 5. Data File Processing and Preparation

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

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

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

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

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

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

/DATA/SOURCE/BPS14INTERVIEW/BPS14INTERVIEW_DATAFILE.CSV

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

/DATA/SOURCE/BPS14SCHINFO/BPS14SCHINFO_DATAFILE.CSV

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

/DATA/SOURCE/BPS14PROGRAM/BPS14PROGINFO_DATAFILE.CSV

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

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

2011–12: file contains about 21,640 matched respondents

2012–13: file contains about 16,900 matched respondents

2013–14: file contains about 13,510 matched respondents

2014–15: file contains about 11,050 matched respondents

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

/DATA/SOURCE/NSLDS_LOAN/BPS14NSLDSLOAN_DATAFILE.CSV

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

/DATA/SOURCE/NSLDS_LOAN_DFR/BPS14NSLDSDFR_DATAFILE.CSV

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

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

/DATA/SOURCE/NSLDS_LOAN_FB/BPS14NSLDSFB_DATAFILE.CSV

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

/DATA/SOURCE/NSLDS_LOAN_MAT/BPS14NSLDSMAT_DATAFILE.CSV

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

/DATA/SOURCE/NSLDS_LOAN_OIB/BPS14NSLDSOIB_DATAFILE.CSV

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

/DATA/SOURCE/NSLDS_LOAN_OPB/BPS14NSLDSOPB_DATAFILE.CSV

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

/DATA/SOURCE/NSLDS_LOAN_RPMT/BPS14NSLDSRPMT_DATAFILE.CSV

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

/DATA/SOURCE/NSLDS_LOAN_DELINQ/B14NSLDSDELINQ_DATAFILE.CSV

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

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

/DATA/SOURCE/NSLDS_PELL/BPS14NSLDSPELL_DATAFILE.CSV

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

/DATA/SOURCE/FLAG/BPS14FLAG_DATAFILE.CSV

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

/DATA/SOURCE/BPS14N12INSTITUTION/BPS14N12INSTITUTION_DATAFILE.CSV

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

/DATA/SOURCE/BPS14N12STUDBASE/BPS14N12STUDBASE_DATAFILE.CSV

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

/DATA/SOURCE/WEIGHT_HISTORY/BPS14WEIGHTH_DATAFILE.CSV

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

/DATA/SOURCE/WEIGHTS/BPS14WEIGHTS_DATAFILE.CSV

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

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

5.2 Postdata Collection Editing

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

Table 37. Description of missing data codes: 2014

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

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

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

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

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

5.3 Data Perturbation

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

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

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

5.4 Statistical Imputations

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

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

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

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

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

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

5.5 Derived Variable Construction

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

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

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

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Chapter 6. Weighting and Variance Estimation

This chapter provides information pertaining to the weighting procedures for the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14). The development of statistical analysis weights for the BPS:12/14 sample is discussed in section 6.1. Analysis procedures that can be used to produce design-unbiased estimates of sampling variances are discussed in section 6.2, including variances computed using Taylor series and bootstrap replication techniques. Section 6.2 also describes how the Taylor series strata and primary sampling unit (PSU) variables and the bootstrap replicate weights were constructed. Section 6.3 gives weighted and unweighted response rates. Section 6.4 discusses the accuracy of BPS:12/14 estimates for precision and the potential for nonresponse bias.

6.1 Analysis Weights

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

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

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

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

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

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

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

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

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

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

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

6.1.2 *Subsampling Adjustment (B14_WT1)*

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

6.1.3 *Unknown Eligibility Adjustment (B14_WT2)*

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

The weight adjustment factors met the following constraints:

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

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

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

Rounds to zero.

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

6.1.4 Nonresponse Adjustment (B14_WT3)

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

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

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

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

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

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

Table 39. Weight adjustment factors for nonresponse adjustment: 2014

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

See notes at end of table.

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

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

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

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

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

6.1.5 *Post-stratification Adjustment (B14_WT4)*

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

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

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

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

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

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

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

Statistics for the weight adjustment factors follow:

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

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

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

See notes at end of table.

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

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

See notes at end of table.

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

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

NOTE: FTB = first-time beginning student.

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

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

6.1.6 Weighting Adjustment Performance

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

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

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

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

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

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

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

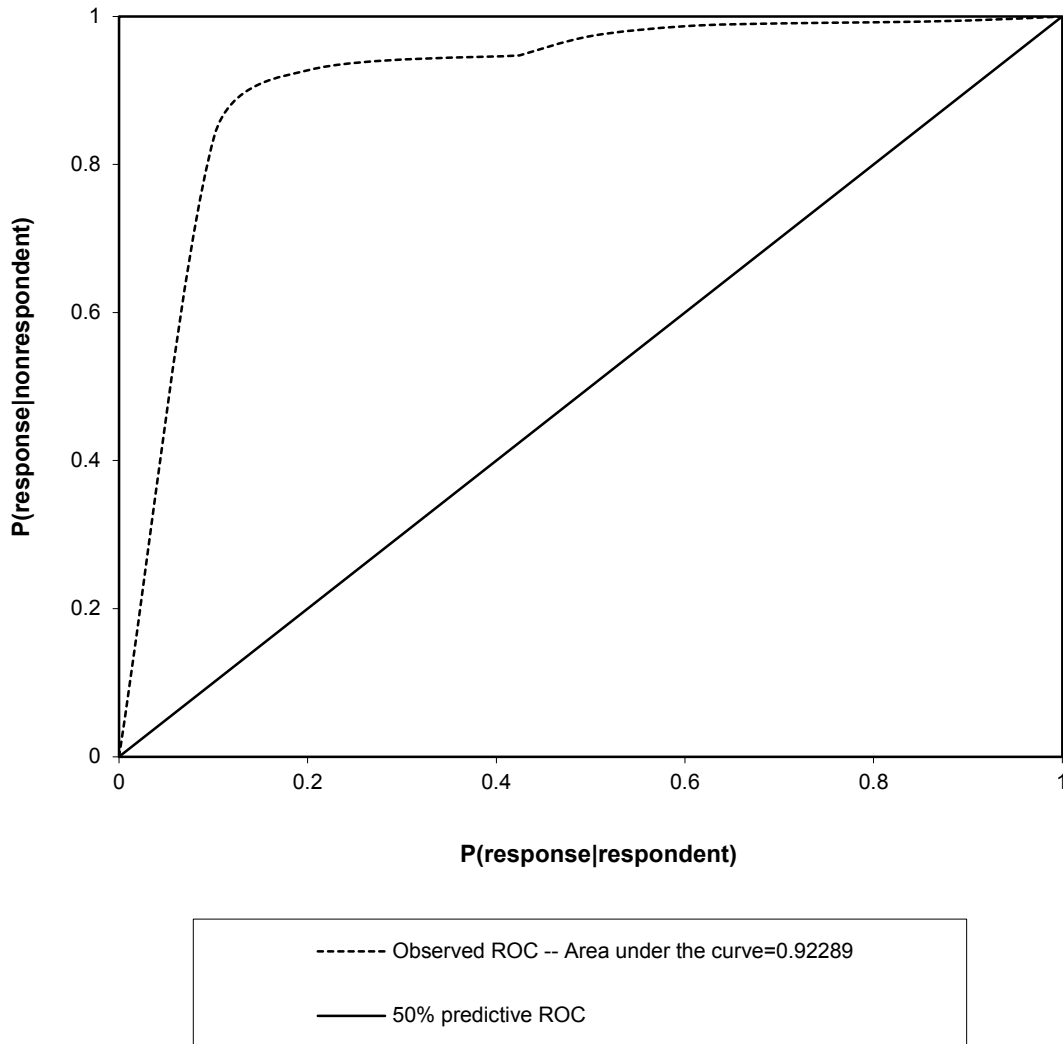
The plot of the first probability against the second, for ϵ from zero to 1, resulted in the ROC curve shown in figure 7. The area under the curve equals the probability that the fitted model correctly classifies two randomly chosen individuals—one of whom is a true respondent, while the other is a true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

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

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

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

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



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

6.2 Variance Estimation

For probability-based sample surveys, most estimates are nonlinear statistics. For example, a mean or proportion, which is expressed as $\Sigma ny / \Sigma n$, is nonlinear because the denominator is a survey estimate of the (unknown) population total. In this situation, the variances of the estimates cannot be expressed in closed form. Two procedures for estimating variances of survey statistics are the Taylor-series

linearization procedure and the bootstrap replication procedure, which are both available for the BPS:12/14 data files. The analysis strata and replicates created for the Taylor-series procedure are discussed in section 6.2.1, and section 6.2.2 contains a discussion of the replicate weights created for the bootstrap procedure.

6.2.1 *Taylor Series*

The Taylor series variance estimation procedure is a well-known technique used to estimate the variances of nonlinear statistics. The procedure takes the first-order Taylor series approximation of the nonlinear statistic and substitutes the linear representation into the appropriate variance formula based on the sample design. Woodruff (1971) presented the mathematical formulation of this procedure. NPSAS:12 provided two sets of variables for Taylor series variance estimation, and BPS:12/14 also provides two sets of variables. One set of variables is used in software that assumes that the first-stage sampling units (institutions) were sampled with replacement and does not account for the finite population correction (FPC) at the institution level of sampling. The other set of variables is used in software that will account for sampling of institutions without-replacement in the calculation of variances and does account for the FPC. Both sets of variables are provided because not all survey data analysis packages have the option to incorporate the FPC in the variance calculations. When the first-stage units are sampled with very small probabilities, the estimated variances using the with-replacement variance formulas and the without-replacement variance formulas are the same.

The first set of variables described assumes that the first-stage units were sampled with replacement (or with small selection probabilities). For stratified multistage surveys, the Taylor series procedure requires variance estimation strata and variance estimation primary sampling units (PSUs), also called replicates, defined from the sampling strata and PSUs used in the first stage of sampling. Because BPS:12/14 is a follow-up study of NPSAS:12, the variance estimation strata and PSUs for BPS:12/14 were derived from those that were developed for NPSAS:12. The steps in the construction of the NPSAS:12 strata and PSU variables are described in chapter 6 of the NPSAS:12 Data File Documentation (Wine et al. 2013).

The variance estimation formulas require at least two PSUs in each stratum. The NPSAS:12 variance estimation strata and PSUs were examined for the BPS:12/14 sample, and strata with only one PSU were combined with other strata to obtain at least two PSUs. The following three rules were used: variance estimation strata were combined with other variance estimation strata within the original NPSAS:12 sampling strata, certainty schools were combined with other certainty schools, and noncertainty schools were combined with other noncertainty schools. In addition, the original sort order that was used for constructing the NPSAS:12 variance

estimation strata and PSUs was used. A variance estimation stratum was combined with the next stratum in the sorted list. If the stratum was the first in the sorted list, then it was combined with the next stratum in the list. The single PSU then became an additional PSU in the new variance estimation strata. The resulting variance estimation strata and PSUs for BPS:12/14 analyses using the study weight are the variables BPS14STR and BPS14PSU.

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

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

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

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

See notes at end of table.

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

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

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

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

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

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

The variance estimation strategy that was chosen for BPS:12/14 is the same as that used for NPSAS:12 and satisfies the following requirements:

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

Commonly applied bootstrap variance estimation techniques satisfy requirements 1 through 5. To meet requirements 6 and 7 as well, NPSAS staff applied a method

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BPS:12/14 staff used the Flyer-Kott methodology to develop a vector of bootstrap sample weights that they added to the analysis file. These weights are zero for units not selected in a particular bootstrap sample; analysts inflate weights for other units for the bootstrap subsampling. Staff included initial analytic weights for the complete sample for the purpose of computing the desired estimates. The vector of replicate weights allows for computation of additional estimates for the sole purpose of estimating a variance. Assuming B sets of replicate weights, analysts can estimate the variance of any estimate, $\hat{\theta}$, by replicating the estimation procedure for each replicate and computing a simple variance of the replicate estimates, as follows:

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

where $\hat{\theta}_b^*$ is the estimate based on the b th replicate weight (where $b = 1$ to the number of replicates) and B is the total number of sets of replicate weights.

Once analysts have the replicate weights, most survey software packages can produce this estimate (e.g., SUDAAN computes this estimate by invoking the DESIGN = BRR option). (For an example of SUDAAN code, see table 42.)

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

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

6.3 Overall Unweighted and Weighted Response Rates

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

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

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

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

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

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

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

6.4 Accuracy of Estimates

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

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

Sampling errors are primarily random errors for well-designed surveys such as NPSAS:12 and BPS:12/14. However, nonrandom errors can occur if the sampling frame does not provide complete coverage of the target population. The BPS:12/14 survey instrument and data collection procedures were subjected to thorough development and testing to minimize nonsampling errors because these errors are difficult to quantify and are likely to be nonrandom errors.

In this section, sampling errors and design effects for some BPS:12/14 estimates are presented for a variety of domains; these sampling errors and design effects are computed using each of the analysis weights that were constructed for analyzing the BPS: 12/14 student data.

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

6.4.1 Measures of Precision: Standard Errors and Design Effects

The survey design effect for a statistic is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical). It is often used to measure the effects that sample design features have on the precision of survey estimates. For example, stratification tends to decrease the variance, but multistage sampling and unequal sampling rates usually increase the variance. In addition, weight adjustments for nonresponse (performed to reduce nonresponse bias) and poststratification increase the variance by increasing the weight variation. Because of these effects, most complex multistage sampling designs, like NPSAS:12 and therefore like BPS:12/14, result in design effects greater than 1.0. That is, the design-based variance is larger than the simple random sample variance.

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

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

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

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

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

Large design effects imply large standard errors and relatively poor precision. Small design effects imply small standard errors and good precision. In general terms, a design effect less than 2.0 is low, from 2.0 to 3.0 is moderate, and greater than 3.0 is

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

6.4.2 Measure of Bias

The bias in an estimated mean based on respondents, \bar{y}_R , is the difference between this mean and the target parameter, π (i.e., the mean that would be estimated if one conducted a complete census of the target population and everyone responded). Analysts can express this bias as follows:

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

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

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

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

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

or, equivalently,

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

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

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

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

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

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

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

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

6.4.3 Unit Nonresponse Bias Analysis and Relative Bias

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Rounds to zero.

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

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

6.4.4 Item Nonresponse Bias Analysis

When item response rates were less than 85 percent, the NCES Statistical Standards (Standard 4-4-1) required that a nonresponse bias analysis be conducted. As shown in the equation below, item response rates are calculated as the ratio of the number of respondents for whom an in-scope response was obtained (I^X for item X) to the number of respondents who are asked to answer that item. The number asked to answer an item is the number of unit-level respondents (I) minus the number of respondents with a valid skip for item X (V^X). When an abbreviated questionnaire is used to convert refusals, the eliminated questions are treated as item nonresponse (ED, IES, NCES 2012):

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

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

A nonresponse bias analysis was conducted for items with a weighted response rate less than 85 percent for all BPS:12/14 study respondents. BPS statisticians used the same variables as the unit nonresponse bias analysis (listed in section 6.4.3). These variables are important to the study and are related to many of the items being analyzed for low item response rates. For the items with a weighted response rate less than 85 percent, the nonresponse bias prior to imputation was estimated for each of these characteristics that are known for respondents.

Table I-23 in appendix I illustrates the estimated bias (prior to item imputation) for one item (LOEXPWGE - *Expected job: lowest annual salary expected 2012*) for BPS:12/14 study respondents. Similar computations were performed and tabulations were produced for each of the items. Table I-24 summarizes the results of the item

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

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

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Appendix A: Technical Review Panel

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Appendix B: Data Elements for Student Interview

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

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

Table B-1. Student interview data elements: 2014

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

See notes at end of table.

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

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

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

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

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Appendix C: Facsimile of Full-Scale Instrument

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ZRID**Student identification number*

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

Applies to: All respondents.

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

COMPMODE**Interview completion mode*

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

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

Applies to: All respondents.

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

COMPDAT**Interview completion date*

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

Applies to: All respondents.

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

SUMSTFLG**Student interview completion flag*

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

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

Applies to: All respondents.

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

ABBREV**Abbreviated student interview flag*

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

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

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

Applies to: All respondents.

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

CALIB_SM**Calibration sample member flag*

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

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

Applies to: All respondents.

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

B14ADIPL**Type of high school completion*

Which of the following best describes your high school completion?

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

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

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

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

B14AHSMY**Date completed high school*

[If B14ADIPL = 4]

In what month and year did you complete high school?

[else if B14ADIPL = 1]

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

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

[else if B14ADIPL = 3]

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

[else if B14ADIPL = 2]

In what month and year did you receive your GED?

[else]

In what month and year did you complete high school?

NOTES: B14AHSMY is presented in YYYYMM

format. Month values of 00 indicate a missing month.

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

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

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

B14AMATHHT*

Highest math course taken in high school

[If [NPSAS respondent]]

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

[else]

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

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

1 = Algebra 1 or Geometry

2 = Algebra 2

3 = Trigonometry

4 = Pre-Calculus

5 = Calculus

6 = Math beyond calculus

7 = None of these

Applies to: Respondents who were not NPSAS study members.

Where: [Non-NPSAS study member].

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

B14AGENDR*

Gender

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

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

[else]

Are you male or female?

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

1 = Male

2 = Female

Applies to: Respondents who were not NPSAS study members.

Where: [Non-NPSAS study member].

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

B14ADOBMY*

Date of birth

[If [preloaded gender]]

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

[else]

In what month and year were you born?

NOTES: B14ADOBMY is presented in YYYYMM format. Month values of 00 indicate a missing month.

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

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

Applies to: All respondents.

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

B14ALT30*

Categorical ranges of age

What is your age range? Are you...

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

1 = Under 24 years old

2 = 24-29 years old

3 = 30 years or older

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

Where: B14ADOBMY = -9.

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

TAGE*

Age as of December 31, 2013

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

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

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

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

else if B14ADOBY = -9 and B14ALT30 = 2 then
TAGE = 26;
else if B14ADOBY = -9 and B14ALT30 = 3 then
TAGE = 31;
else TAGE = 21; Perturbation procedures were applied
to this and other variables to protect against disclosure
of individual information.

Applies to: All respondents.

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

B14AELIG*

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

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

1 = Yes, attended NPSAS during 2011-12
academic year

2 = Yes, but left NPSAS before completing any
classes

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

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

B14ADRPFR*

Received full tuition refund from NPSAS

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

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

0 = Did not receive full tuition refund from
NPSAS

1 = Yes, received full tuition refund from NPSAS

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

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

B14ADRPCMP*

Completed course at NPSAS during 2011-12 academic year

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

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

1 = Yes, completed a course

*Applies to: Respondents who attended NPSAS in 2011-12
academic year, left before completing any classes, and received a
tuition refund. Where: B14AELIG = 2 and B14ADRPFR
ne 0.*

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

B14ADGAS*

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

[If Y_NPLEVL = 3 and COMPMODE = 1]

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

[else if Y_NPLEVL = 3]

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

[else if Y_NPLEVL = 2]

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

[else]

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

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

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

Recode note: If B14ABACHENR = 1 then

B14ADGAS = 0.

0 = Not associate's degree

1 = Yes, associate's degree

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

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

B14ADGBA*

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

[If Y_NPLEVL = 3 and COMPMODE = 1]

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

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

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

[else if Y_NPLEVL = 3]

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

[else if Y_NPLEVL = 2]

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

[else]

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

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

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

Recode note: If B14ABACHENR = 1 then

B14ADGBA = 1.

0 = Not bachelor's degree

1 = Yes, bachelor's degree

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

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

B14ADGMA*

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

[If Y_NPLEVL = 3 and COMPMODE = 1]

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

[else if Y_NPLEVL = 3]

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

[else if Y_NPLEVL = 2]

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

[else]

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

Master's degree

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

Recode note: If B14ABACHENR = 1 then

B14ADGMA = 0.

0 = Not master's degree

1 = Yes, master's degree

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

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

B14ADGDRR*

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

[If Y_NPLEVL = 3 and COMPMODE = 1]

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

[else if Y_NPLEVL = 3]

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

[else if Y_NPLEVL = 2]

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

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

[else]

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

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

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

Recode note: If B14ABACHENR = 1 then

B14ADGDRR = 0.

0 = Not doctoral degree – research/scholarship

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

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

B14ADGDRPP*

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

[If Y_NPLEVL = 3 and COMPMODE = 1]

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

[else if Y_NPLEVL = 3]

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

[else if Y_NPLEVL = 2]

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

[else]

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

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

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

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

0 = Not doctoral degree – professional practice

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

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

B14ADGDROT*

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

[If Y_NPLEVL = 3 and COMPMODE = 1]

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

[else if Y_NPLEVL = 3]

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

[else if Y_NPLEVL = 2]

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

[else]

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

Doctoral degree – other

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

Recode note: If B14ABACHENR = 1 then

B14ADGDROT = 0.

0 = Not doctoral degree – other

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

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

B14ADGCE*

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

[If Y_NPLEVL = 3 and COMPMODE = 1] Were you working on an undergraduate certificate or diploma including those leading to a license, or were you taking

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

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

[else if Y_NPLEVL = 3]

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

[else if Y_NPLEVL = 2]

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

[else]

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

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

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

Recode note: If B14ABACHENR = 1 then

B14ADGCE = 0.

0 = Not undergraduate certificate or diploma

1 = Yes, undergraduate certificate or diploma

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

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

B14ADGPB*

Program at NPSAS in 2011-12: post-baccalaureate certificate

[If Y_NPLEVL = 3 and COMPMODE = 1]

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

[else if Y_NPLEVL = 3]

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

[else if Y_NPLEVL = 2]

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

[else]

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

Post-baccalaureate certificate

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

Recode note: If B14ABACHENR = 1 then

B14ADGPB = 0.

0 = Not post-baccalaureate certificate

1 = Yes, post-baccalaureate certificate

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

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

B14ADGPM*

Program at NPSAS in 2011-12: post-master's certificate

[If Y_NPLEVL = 3 and COMPMODE = 1]

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

[else if Y_NPLEVL = 3]

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

[else if Y_NPLEVL = 2]

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

[else]

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

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

Post-master's certificate

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

Recode note: If B14ABACHENR = 1 then

B14ADGPM = 0.

0 = Not post-master's certificate

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

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

B14ADGUND*

Program at NPSAS in 2011-12: undergraduate level classes

[If Y_NPLEVL = 3 and COMPMODE = 1]

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

[else if Y_NPLEVL = 3]

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

[else if Y_NPLEVL = 2]

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

[else]

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

Undergraduate level classes

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

Recode note: If B14ABACHENR = 1 then

B14ADGUND = 0.

0 = Not undergraduate level classes

1 = Yes, undergraduate level classes

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

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

B14ADGGNG*

Program at NPSAS in 2011-12: graduate classes

[If Y_NPLEVL = 3 and COMPMODE = 1]

Were you working on an undergraduate certificate or diploma including those leading to a license, or were you taking courses but not enrolled in a certificate or degree at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [{If COMPMODE = 1} (I'll ask about your major or field of study later in the survey.)]

[else if Y_NPLEVL = 3]

Which of the following were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [{If COMPMODE = 1} (I'll ask about your major or field of study later in the survey.)]

[else if Y_NPLEVL = 2]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? Please indicate only the degree or certificate for which you were enrolled during your most recent term at [NPSAS] in 2011-2012. (For example, if you were in an associate's degree during your last term at [NPSAS] in 2011-2012 but were planning to enroll in a bachelor's degree, you would indicate only the associate's degree here.) [{If COMPMODE = 1} (I'll ask about your major or field of study later in the survey.)]

[else]

What degree or certificate were you working on at [NPSAS] in the 2011-2012 academic year (July 1, 2011 - June 30, 2012)? [{If COMPMODE = 1} (I'll ask about your major or field of study later in the survey.)]

Graduate level classes

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ABACHENR = 1 then

B14ADGGNG = 0.

0 = Not graduate level classes

1 = Yes, graduate level classes

Applies To: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-scale Student Interview

B14AUGSTATVR*

Primarily working on bachelor's degree at NPSAS in 2011-12

In the 2011-2012 academic year, were you primarily an undergraduate working toward a bachelor's degree at [NPSAS]?

*Item included in the BPS:12/14 Abbreviated Interview.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, primarily working on a bachelor's degree

Applies to: Respondents who indicated being enrolled in both a bachelor's degree and a graduate degree at NPSAS during the 2011-12 academic year. Where: B14.ADGBA = 1 and (B14.ADGMA = 1 or B14.ADGDRR = 1 or B14.ADGDRPP = 1 or B14.ADGDROT = 1 or B14.ADGPB = 1 or B14.ADGPM = 1 or B14.ADGGNG = 1).

Source: BPS:12/14 Full-Scale Student Interview

B14ACKHOUR*

Clock hour requirement at NPSAS for undergraduate certificate in 2011-12

Did your certificate or diploma at [NPSAS] in the 2011-2012 academic year require at least 3 months or 300 hours of instruction?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, required 3 months or 300 clock hours

Applies to: NPSAS nonrespondents whose NPSAS degree program was an undergraduate certificate or diploma. Where: [NPSAS nonrespondent] and TDEGREE = 2.

Source: BPS:12/14 Full-Scale Student Interview

B14AELCRD*

Attended NPSAS for credit in 2011-12 school year

When you last attended [NPSAS] in the 2011-2012 academic year, were you taking at least one course for credit that could be applied toward fulfilling the requirements for an academic degree?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, attended for credit toward a degree

Applies to: NPSAS nonrespondents whose NPSAS degree program was undergraduate classes or unknown. Where: [NPSAS nonrespondent] and TDEGREE in (1 -9).

Source: BPS:12/14 Full-Scale Student Interview

TDEGREE*

Program at NPSAS started 2011-12

NOTES: TDEGREE is a calculated variable that indicates the program at NPSAS started in the 2011-12 academic year:

If [NPSAS respondent] then TDEGREE = [preloaded program at NPSAS started 2011-12];

else if B14AUGSTATVR = 1 then TDEGREE = 4;

else if B14ADGDRR = 1 then TDEGREE = 9;

else if B14ADGDRPP = 1 then TDEGREE = 10;

else if B14ADGDROT = 1 then TDEGREE = 11;

else if B14ADGPM = 1 then TDEGREE = 8;

else if B14ADGMA = 1 then TDEGREE = 7;

else if B14ADGPB = 1 then TDEGREE = 6;

else if B14ADGGNG = 1 and (B14ADGCE = 0 and B14ADGAS = 0 and B14ADGBA = 0) then TDEGREE = 5;

else if B14ADGBA = 1 then TDEGREE = 4;

else if B14ADGAS = 1 then TDEGREE = 3;

else if B14ADGCE = 1 then TDEGREE = 2;

else if B14ADGUND = 1 then TDEGREE = 1;

else TDEGREE = 1. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Undergraduate classes

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = Bachelor's degree

Applies to: All respondents.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

TSTAT*

Enrollment level for program at NPSAS started in 2011-12

NOTES: TSTAT is a calculated variable that indicates the enrollment level for the program at NPSAS started in the 2011-12 academic year:

If TDEGREE in (2 3 4) then TSTAT = 1;

else if TDEGREE in (6 7 8 9 10 11) then TSTAT = 2;

else if TDEGREE = 1 then TSTAT = 3;

else if TDEGREE = 5 then TSTAT = 4;

else TSTAT = -9. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Undergraduate degree or certificate

3 = Undergraduate classes

Applies to: All respondents.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14APRDG*

Earned degree or certificate prior to 2011-12 academic year

Prior to attending [NPSAS] in the 2011-2012 academic year for your [program at NPSAS started 2011-12] (and after you completed your high school requirements) did you earn a degree or certificate at any college, university, or trade school?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not earn prior degree/certificate

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14ANFST*

NPSAS was first postsecondary school attended

Was [NPSAS] the first college, university, or trade school you attended after completing your high school requirements?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, NPSAS was first postsecondary attended

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ADGBMY*

Date first attended NPSAS after completing high school requirement

In which month and year did you first attend [NPSAS] after completing your high school requirements?

NOTES: B14ADGBMY is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: NPSAS nonrespondents. Where: [NPSAS nonrespondent].

Source: BPS:12/14 Full-Scale Student Interview

B14ACDTCHK*

First attended NPSAS on or after July 1, 2011

Did you first attend [NPSAS] on or after July 1, 2011?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, first attended NPSAS on or after July 2011

Applies to: NPSAS nonrespondents whose first postsecondary institution was NPSAS and who did not indicate a NPSAS starting date. Where: [NPSAS nonrespondent] and B14ANFST = 1 and (B14ADGBMY = -9 or B14ADGBMY month = 00).

Source: BPS:12/14 Full-Scale Student Interview

B14ASAMESCH*

Attended NPSAS any time between July 2012 and June 2014

Did you attend [NPSAS] at any time [if [began interview before July 1, 2014]] after June 2012 [else] between July 2012 and June 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not attend NPSAS between July 2012 and June 2014

1 = Yes, attended NPSAS between July 2012 and June 2014

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ASAMEDEG*

Attended NPSAS after July 2012 for program started 2011-12

[If TDEGREE in (3 4)]

Were you continuing at [NPSAS] after June 2012 for [if TDEGREE = 3] an associate's degree [else] a bachelor's degree?

[else if TDEGREE = 2]

Were you continuing at [NPSAS] after June 2012 for the same certificate or diploma you began there in the 2011-2012 academic year?

[else]

Were you continuing at [NPSAS] after June 2012 for undergraduate classes that were not part of a degree or certificate at [NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ASAMESCH = 0 then

B14ASAMEDEG = 0.

0 = No NPSAS attended after July 2012 for program in 2011-12

1 = Yes, attended NPSAS after July 2012 for program in 2011-12

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ACURENR*

Currently attending program at NPSAS started in 2011-12

Are you currently attending [NPSAS] for [if TSTAT = 1] your [program at NPSAS started 2011-12] [else] [program at NPSAS started 2011-12] that are not part of a degree or certificate]? (Answer "Yes" if you are on a spring or fall break in the middle of the term or semester. Answer "No" if you completed your [program at NPSAS started 2011-12] or are on a break between semesters, terms, or quarters, such as on summer break, and not currently attending classes.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If (B14ASAMESCH = 0 or

B14ASAMEDEG = 0) then B14ACURENR = 0; If [began interview on or after July 1, 2014] then B14ACURENR = 0.

0 = Not currently attending

1 = Yes, currently attending

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ACMPDGN*

Completed requirements for degree/certificate at NPSAS started 2011-12

[If [began interview before July 1, 2014]]

Have you completed all the requirements at [NPSAS] for the [{if TDEGREE = 2} [program at NPSAS started 2011-12] you were working on during your most recent term there in the 2011-2012 academic year? {else} [program at NPSAS started 2011-12] you began there in the 2011-2012 academic year]] (Answer “No” if you transferred schools and completed your [program at NPSAS started 2011-12] at a different school. We will ask you about your enrollment at any other schools later.)

[else]

Did you complete all the requirements before July 2014 at [NPSAS] for the [{if TDEGREE = 2} [program at NPSAS started 2011-12] you were working on during your most recent term there in the 2011-2012 academic year? {else} [program at NPSAS started 2011-12] you began there in the 2011-2012 academic year]] (Answer “No” if you transferred schools and completed your [program at NPSAS started 2011-12] at a different school. We will ask you about your enrollment at any other schools later.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ACURENR = 1 and TSTAT = 1 then B14ACMPDGN = 0; If B14AELIG = 2 and B14ASAMESCH = 0 and TSTAT = 1 then B14ACMPDGN = 0.

0 = Did not complete requirements for degree/certificate

1 = Yes, completed requirements for degree/certificate

Applies to: Respondents in an undergraduate degree program at NPSAS during the 2011-12 academic year. Where: TSTAT = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ADGNMY

Date awarded degree/certificate at NPSAS started 2011-12

In what month and year were you awarded your [program at NPSAS started 2011-12] from [NPSAS]?

NOTES: B14ADGNMY is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who completed their NPSAS degree/certificate program started in the 2011-12 academic year, did not indicate that they have not received their degree, and did not participate in the abbreviated interview. Where:

B14ACMPDGN = 1 and B14ADGNNO ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ADGNNO

Date awarded degree/certificate at NPSAS started 2011-12: not yet awarded

In what month and year were you awarded your [program at NPSAS started 2011-12] from [NPSAS]? Have not yet been awarded [program at NPSAS started 2011-12]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Provided date awarded degree/certificate

1 = Not yet awarded degree/certificate

Applies to: Respondents who completed their NPSAS degree/certificate program started in the 2011-12 academic year and did not participate in the abbreviated interview. Where: B14ACMPDGN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ASTDABR*

Studied abroad as part of education at NPSAS

Have you participated in a study abroad program as part of your education at [NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not study abroad

1 = Yes, studied abroad

Applies to: Respondents whose degree program at NPSAS during the 2011-12 academic year was an associate's or bachelor's degree. Where: TDEGREE in (3 4).

Source: BPS:12/14 Full-Scale Student Interview

B14ANPEMX*

Monthly attendance for program at NPSAS started 2011-12: July 2011-June 2014

[If [NPSAS nonrespondent] and [not currently attending for program at NPSAS started 2011-12] and B14ACMPDGN = 1 and B14ADGNMY ne -9] Between July 2011 and until you completed [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] in [B14ADGNMY], in which months did you attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]? (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.)

*Item included in the BPS:12/14 Abbreviated Interview.

[{If COMPMODE = 0} Click on the months of attendance below.]
 [else if [NPSAS nonrespondent] and ((B14ASAMESCH = 0) or (B14ASAMESCH = 1 and B14ASAMEDEG = 0))]
 Between July 2011 and June 2012, in which months did you attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]]? (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.)
 [{If COMPMODE = 0} Click on the months of attendance below.]
 [else if [NPSAS respondent] and [not currently attending for program at NPSAS started 2011-12] and B14ACMPDGN = 1 and B14ADGNMY ne -9]
 Please tell us which months you continued to attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] from July 2012 until you completed [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] in [B14ADGNMY] [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]. (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]
 [else if [NPSAS respondent] and [currently attending for program at NPSAS started 2011-12]]
 Please tell us the months you have continued to attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] in the 2012-2013 and 2013-2014 academic years [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]. (Do your best to predict your attendance for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] through June 30, 2014. Do not include any months during which you are not taking classes, such as summer break. If you have attended or will attend for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]
 [else if [currently attending for program at NPSAS started 2011-12]]
 Between July [{if [NPSAS respondent]} 2012 {else} 2011] and June 2014, in which months did you attend, or do you expect to attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started

2011-12]? (Do not include any months during which you are not taking classes, such as summer break. If you attended or will attend for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]
 [else if [NPSAS respondent] and [not currently attending for program at NPSAS started 2011-12]]
 Please tell us the months you attended [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] in the 2012-2013 and 2013-2014 academic years [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]. [{If [began interview before July 1, 2014]} If you plan to attend [NPSAS] [{if B14ASTDABR = 1}, or a study abroad school [program at NPSAS started 2011-12] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] before June 30, 2014, please indicate the months you plan to attend.] (Do not include any months during which you were not taking classes, such as summer break. If you have attended or will attend for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]
 [else]
 Between July [{if [NPSAS respondent]} 2012 {else} 2011] and June 2014, in which months did you attend [NPSAS] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] [{if B14ASTDABR = 1}, including any months spent studying abroad for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12]]? [{If [began interview before July 1, 2014] and B14ACMPDGN ne 1} If you plan to attend [NPSAS] [{if B14ASTDABR = 1}, or a study abroad school [program at NPSAS started 2011-12] for [{if TDEGREE = 2} this {else} your] [program at NPSAS started 2011-12] before June 30, 2014, please indicate the months you plan to attend.] (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]
 NOTES: This variable is a 36-character string that indicates the months the respondent was enrolled for the program at NPSAS started 2011-12 between the months of July 2011 through June 2014 and his or her monthly enrollment status. Each month is represented by one digit in the string, with July 2011 as the first digit and June 2014 as the final digit. "1" indicates the respondent was enrolled mainly full time during that month. "2" indicates the respondent was enrolled mainly part time during that month. "3" indicates the respondent was enrolled an equal mix of full time and part time during that month. "4" indicates the respondent was enrolled for that month but did not indicate enrollment status. "0" indicates the respondent

*Item included in the BPS:12/14 Abbreviated Interview.

was not enrolled for that month. “9” indicates the respondent did not provide months of enrollment. “7” indicates that the respondent participated in the abbreviated interview and therefore has no data for that month. For example, a respondent enrolled full time from August 2011 through May 2012, part time from August 2012 through May 2013, and full time from August 2013 through May 2014 would have an enrollment string of

01111111110022222222001111111110.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ANPEYX*

Annual attendance for program at NPSAS 2011-12: July 2011-June 2014

Did you attend [NPSAS] for your [program at NPSAS started 2011-12] [if B14ASTDABR = 1], including any time spent studying abroad for your [program at NPSAS started 2011-12] at any time between... (If you attended for only a portion of any academic year, please include that year.)

NOTES: This variable is a 3-character string that indicates the academic years the respondent was enrolled for the program at NPSAS started 2011-12 between July 2011 through June 2014 and his or her annual enrollment status. The first digit represents the academic year of July 2011 through June 2012. The second digit represents the academic year of July 2012 through June 2013. The third digit represents the academic year of July 2013 through June 2014. “1” indicates the respondent was enrolled mainly full time during that academic year. “2” indicates the respondent was enrolled mainly part time during that academic year. “3” indicates the respondent was enrolled an equal mix of full time and part time during that academic year. “4” indicates the respondent was enrolled for that academic year but did not indicate enrollment status. “0” indicates the respondent was not enrolled for that academic year. “9” indicates the respondent did not provide years of enrollment. Respondents who did not participate in the abbreviated interview have a value of “555”. For example, a respondent who participated in the abbreviated interview and was enrolled full time for the academic year of July 2011 through June 2012, enrolled part time in the academic year of July 2012 through June 2013, and not enrolled in the academic year of July 2013 through June 2014 would have an enrollment string of 120. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who participated in the abbreviated interview. Where: ABBREV = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ACLSDGREE

Took only classes at NPSAS to transfer credit to degree program

[If [began interview before July 1, 2014]]

[{If B14ACURENR = 1} Are {else} Were] you taking these [program at NPSAS started 2011-12] at [NPSAS] primarily to fulfill a degree requirement or transfer course credit to a degree or certificate program? [else]

Before July 2014, were you taking these [program at NPSAS started 2011-12] at [NPSAS] primarily to fulfill a degree requirement or transfer course credit to a degree or certificate program?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not take only classes to transfer credits

1 = Yes, took only classes to transfer credits

Applies to: Respondents in undergraduate classes at NPSAS during the 2011-12 academic year, who were base year nonrespondents or were enrolled at a degree program at NPSAS since 2011-12, attended NPSAS in 2012-13 or 2013-14 for a degree program at NPSAS during the 2011-12 academic year, and did not participate in the abbreviated interview. Where: TSTAT = 3 and ([base year nonrespondent] or (B14ASAMESCH = 1 and B14ASAMEDEG = 1)) and ([attended NPSAS in 2012-13 or 2013-14 for degree program at NPSAS during the 2011-12 academic year] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AREASON

Reason for taking only classes at NPSAS

[If [began interview before July 1, 2014]]

Which of these reasons best describes why you [{if B14ACURENR = 1} are {else} were] enrolled in classes at [NPSAS]? [else]

Which of these reasons best describes why you were enrolled in classes at [NPSAS] before July 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = To prepare to earn a degree later

2 = To prepare for a professional certificate or industry license

3 = To gain job or occupational skills

4 = For recreation, self-improvement, or personal interest

Applies to: Respondents who are not taking classes for credit in a degree program and did not participate in the abbreviated interview. Where: B14ACLSDGREE ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ADBLMAJ

Declared major for degree or certificate at NPSAS started 2011-12

[If B14ACURENR = 0 and B14ACMPDGN = 1 and TDEGREE in (2 3)]

Did you declare a single or double major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]?

[else if B14ACURENR = 0 and B14ACMPDGN = 1]

Did you declare a single or double major for your [program at NPSAS started 2011-12] at [NPSAS]?

[else if B14ACURENR = 1 and TDEGREE in (2 3)]

Have you declared a major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]?

[else if B14ACURENR = 1]

Have you declared a major for your [program at NPSAS started 2011-12] at [NPSAS]?

[else if B14ACURENR = 0 and TDEGREE in (2 3)]

Did you declare a major or field of study for your [program at NPSAS started 2011-12] at [NPSAS] [{if [began interview on or after July 1, 2014]} before July 2014]?

[else]

Did you declare a major for your [program at NPSAS started 2011-12] at [NPSAS] [{if [began interview on or after July 1, 2014]} before July 2014]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ADBLMAJ = 2 and B14AMAJ2 in (UNDECLARED UNDECIDED UNKNOWN NONE NA N/A UNEMPLOYED NOT SURE UNSURE) then B14ADBLMAJ = 1; else if B14ADBLMAJ = 2 and (B14ANPMJ1STG = 0 or B14ANPMJ1STG = 0) and B14AMAJ1 in (NONE No N.A. NA N/A) then B14ADBLMAJ = 1; else if B14ADBLMAJ = 1 and [verified NPSAS major 1 and major 2] then B14ADBLMAJ = 2.

1 = Yes, declared a single major or field of study

2 = Yes, declared a double major or field of study

3 = Did not declare a major

Applies to: Respondents in an undergraduate degree program at NPSAS during the 2011-12 academic year, whose NPSAS was a 2- or 4-year school, and did not participate in the abbreviated interview. Where: TSTAT = 1 and Y_NPLEVL in (1 2) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ADECIDMAJ

Decided major for degree or certificate at NPSAS started 2011-12

Even though you have not formally declared your major, have you decided what your major will be for your [program at NPSAS started 2011-12] at [NPSAS]? (Answer “yes” if you have left [NPSAS] and do not plan to attend again to earn your [program at NPSAS started 2011-12] there but you had decided what your major would be prior to leaving.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not decide on a major

1 = Yes, decided on a major

Applies to: Respondents who had not declared a major for program at NPSAS started in 2011-12, had enrollment at NPSAS in their program after 2011-12, were currently enrolled in their degree program or have not completed their degree program, and did not participate in the abbreviated interview. Where: B14ADBLMAJ in (3 -9) and B14ASAMEDEG = 1 and B14ASAMESCH = 1 and (B14ACURENR = 1 or B14ACMPDGN ne 1) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AMAJ1

Major 1 for degree/certificate at NPSAS started 2011-12: string

[If B14ADBLMAJ = 2 and ([verified preloaded major 1 from NPSAS] or [verified preloaded major 2 from NPSAS])]

You just told [{if COMPMODE = 1} me {else} us] you [{if B14ACURENR = 1} are still {else} were] majoring in [{if [verified preloaded major 1 from NPSAS]} [preloaded major 1 from NPSAS] {else} [preloaded major 2 from NPSAS]] [{if B14ACURENR = 0} when you last attended [NPSAS]]. Since you [{if B14ACURENR = 1} are {else} were] no longer majoring in [{if [did not verify preloaded major 1 from NPSAS]} [preloaded major 1 from NPSAS] {else} [preloaded major 2 from NPSAS]], what [{if B14ACURENR = 1} is {else} was] your other major? [{If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ADBLMAJ = 2]

What [{if B14ACURENR = 1} is {else} was] your [{if B14ACURENR = 1} current {else if B14ADBLMAJ ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)} most recent] major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? Since you [{if B14ACURENR = 1} have {else} had] a double-major, please indicate only one major here. You will have an opportunity next to provide your other

*Item included in the BPS:12/14 Abbreviated Interview.

major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What [if B14ACURENR = 1] is [else] was] your [if B14ADBLMAJ = 3] intended] [if B14ACURENR = 1] current [else if B14ADBLMAJ ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)] most recent] major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [If B14ADBLMAJ = 3] (If you [if B14ACURENR = 1] intend [else] intended to double-major], tell [if COMPMODE = 1] me [else] us] only about the major most closely related to the job you hope to have after college.)) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If TSTAT = 3 then B14AMAJ1 = NOT IN A DEGREE PROGRAM; else if Y_NPLEVL in (1 2) and B14ADBLMAJ not in (1 2) and B14ADECIDMAJ ne 1 then B14AMAJ1 = UNDECLARED; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AMJ1GEN

Major 1 at NPSAS for degree/certificate started 2011-12: general code

If B14ADBLMAJ = 2 and ([verified preloaded major 1 from NPSAS] or [verified preloaded major 2 from NPSAS])

You just told [if COMPMODE = 1] me [else] us] you [if B14ACURENR = 1] are still [else] were] majoring in [if [verified preloaded major 1 from NPSAS]] [preloaded major 1 from NPSAS] [else] [preloaded major 2 from NPSAS]] [if B14ACURENR = 0] when you last attended [NPSAS]]. Since you [if B14ACURENR = 1] are [else] were] no longer majoring in [if [did not verify preloaded major 1 from NPSAS]] [preloaded major 1 from NPSAS] [else] [preloaded major 2 from NPSAS]], what [if B14ACURENR = 1] is [else] was] your other major? [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ADBLMAJ = 2]

What [if B14ACURENR = 1] is [else] was] your [if B14ACURENR = 1] current [else if B14ADBLMAJ ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)] most recent] major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? Since you [if B14ACURENR = 1] have [else] had] a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What [if B14ACURENR = 1] is [else] was] your [if B14ADBLMAJ = 3] intended] [if B14ACURENR = 1] current [else if B14ADBLMAJ ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)] most recent] major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [If B14ADBLMAJ = 3] (If you [if B14ACURENR = 1] intend [else] intended to double-major], tell [if COMPMODE = 1] me [else] us] only about the major most closely related to the job you hope to have after college.)) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If TSTAT = 3 then B14AMJ1GEN = 98; else if Y_NPLEVL in (1 2) and B14ADBLMAJ not in (1 2) and B14ADECIDMAJ ne 1 then B14AMJ1GEN = 99; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/science/general studies/humanities
- 25 = Library science

*Item included in the BPS:12/14 Abbreviated Interview.

- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 29 = Military technologies
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 54 = History
- 60 = Residency programs
- 98 = Not in a degree program
- 99 = Undeclared

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AMJ1SPE

Major 1 for degree/certificate at NPSAS started 2011-12: specific code

[If B14ADBLMAJ = 2 and ([verified preloaded major 1 from NPSAS] or [verified preloaded major 2 from NPSAS])]

You just told [if COMPMODE = 1} me {else} us] you [if B14ACURENR = 1} are still {else} were] majoring in [if [verified preloaded major 1 from NPSAS] [preloaded major 1 from NPSAS] {else} [preloaded major 2 from NPSAS]] [if B14ACURENR = 0} when you last attended [NPSAS]]. Since you [if B14ACURENR = 1} are {else} were] no longer majoring in [if [did not verify preloaded major 1 from NPSAS] [preloaded major 1 from NPSAS] {else} [preloaded major 2 from NPSAS]], what [if B14ACURENR = 1} is {else} was] your other major? [If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ADBLMAJ = 2]

What [if B14ACURENR = 1} is {else} was] your [if B14ACURENR = 1} current {else if B14ADBLMAJ ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)} most recent] major or field of study for your

[program at NPSAS started 2011-12] at [NPSAS]? Since you [if B14ACURENR = 1} have {else} had] a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What [if B14ACURENR = 1} is {else} was] your [if B14ADBLMAJ = 3} intended] [if B14ACURENR = 1} current {else if B14ADBLMAJ ne 3 and (B14ACURENR = 0 and B14ACMPDGN ne 1)} most recent] major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [If B14ADBLMAJ = 3} (If you [if B14ACURENR = 1} intend {else} intended to double-major], tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.)] [If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If TSTAT = 3 then B14AMJ1SPE = 98.9998; else if Y_NPLEVL in (1 2) and B14ADBLMAJ not in (1 2) and B14ADECIDMAJ ne 1 then B14AMJ1SPE = 99.9999; if respondents selected a major that they previously indicated then the selected major was recoded in this variable.

01.0000 = Agriculture, general

01.0101 = Agricultural business and management, general

01.0102 = Agribusiness/agricultural business operations

01.0103 = Agricultural economics

01.0104 = Farm/farm and ranch management

01.0199 = Agricultural business and management, other

01.0205 = Agricultural mechanical and equipment/machine technology

01.0301 = Agricultural production operations, general

01.0302 = Animal/livestock husbandry/production

01.0303 = Aquaculture

01.0308 = Agroecology and sustainable agriculture

01.0309 = Viticulture and enology

01.0507 = Equestrian/equine studies

01.0508 = Taxidermy/taxidermist

01.0601 = Applied horticulture/horticultural operations, general

*Item included in the BPS:12/14 Abbreviated Interview.

01.0603 = Ornamental horticulture	05.0102 = American/U.S. studies/civilization
01.0604 = Greenhouse operations and management	05.0103 = Asian studies/civilization
01.0605 = Landscaping and groundskeeping	05.0104 = East Asian studies
01.0607 = Turf and turfgrass management	05.0107 = Latin American studies
01.0699 = Applied horticulture/business services other	05.0108 = Near and Middle Eastern studies
01.0701 = International agriculture	05.0123 = Chinese studies
01.0801 = Agricultural/extension education services	05.0124 = French studies
01.0802 = Agricultural communication/journalism	05.0199 = Area studies, other
01.0901 = Animal sciences, general	05.0200 = Ethnic studies
01.0903 = Animal health	05.0202 = American Indian/Native American studies
01.0905 = Dairy science	05.0207 = Women's studies
01.0999 = Animal sciences, other	05.0211 = Deaf studies
01.1001 = Food science	05.0299 = Ethnic/minority/gender studies, other
01.1101 = Plant sciences, general	09.0100 = Communication, general
01.1102 = Agronomy and crop science	09.0101 = Speech communication and rhetoric
01.1106 = Range science and management	09.0102 = Mass communication/media studies
01.9999 = Agriculture and related sciences, other	09.0199 = Communication/media studies, other
03.0101 = Natural resources/conservation, general	09.0401 = Journalism
03.0103 = Environmental studies	09.0402 = Broadcast journalism
03.0104 = Environmental science	09.0404 = Photojournalism
03.0199 = Natural resources conservation/research other	09.0701 = Radio and television
03.0201 = Natural resources management and policy	09.0702 = Digital communication/media/multimedia
03.0204 = Natural resource economics	09.0799 = Radio/television/digital communication, other
03.0206 = Land use planning and management/development	09.0900 = Public relations/advertising
03.0208 = Natural resources law enforcement/protect services	09.0901 = Organizational communication, general
03.0299 = Natural resources management/policy, other	09.0902 = Public relations/image management
03.0301 = Fishing and fisheries sciences and management	09.0903 = Advertising
03.0501 = Forestry, general	09.0904 = Political communication
03.0502 = Forest sciences and biology	09.0905 = Health communication
03.0506 = Forest management/forest resources management	09.0906 = Sports communication
03.0508 = Urban forestry	09.0907 = International and intercultural communication
03.0601 = Wildlife, fish/wildlands science/management	09.0908 = Technical and scientific communication
03.9999 = Natural resources/conservation, other	09.0999 = Public relations/advertising, other
04.0201 = Architecture	09.1001 = Publishing
04.0301 = City/urban, community/regional planning	09.9999 = Communication/journalism/related, other
04.0401 = Environmental design/architecture	10.0105 = Communications technology/technician
04.0501 = Interior architecture	10.0201 = Photographic and film/video technology/technician/assistant
04.0601 = Landscape architecture	10.0202 = Radio and television broadcasting technology/technician
04.0801 = Architectural history/criticism, general	10.0203 = Recording arts technology/technician
04.0902 = Architectural and building sciences/technology	10.0299 = Audiovisual communications technologies/technicians, other
04.0999 = Architecture, other	10.0301 = Graphic communications, general
04.1001 = Real estate development	10.0303 = Prepress/desktop publishing/digital imaging
04.9999 = Architecture and related services, other	10.0304 = Animation/interactive technology/video graphic
05.0101 = African studies	10.0305 = Graphic/printing equipment operator, general production
	10.0308 = Computer typography/composition equipment operator

*Item included in the BPS:12/14 Abbreviated Interview.

10.0399 = Graphic communications, other	12.0502 = Bartending/bartender
10.9999 = Communications technologies/technicians/support services, other	12.0503 = Culinary arts/chef training
11.0101 = Computer and information sciences, general	12.0504 = Restaurant, culinary, and catering management
11.0103 = Information technology	12.0505 = Food prep/professional cooking/kitchen assistant
11.0104 = Informatics	12.0507 = Food services, waiter/waitress, dining management
11.0199 = Computer and information science, other	12.0508 = Institutional food workers
11.0201 = Computer programming/programmer, general	12.0509 = Culinary science/culinology
11.0202 = Computer programming, specific apps	12.0599 = Culinary arts/related services, other
11.0299 = Computer programming, other	12.9999 = Personal and culinary services, other
11.0301 = Data processing and data processing technology/technician	13.0101 = Education, general
11.0501 = Computer systems analyst/analysis	13.0201 = Bilingual and multilingual education
11.0601 = Data entry/microcomputer application, general	13.0299 = Bi/multilingual, multicultural education, other
11.0701 = Computer science	13.0401 = Educational leadership/administration, general
11.0801 = Web page, digital/multimedia/design	13.0402 = Administration of special education
11.0802 = Data model/warehousing/database administration	13.0901 = Social/philosophical foundations of education
11.0803 = Computer graphics	13.1001 = Special education and teaching, general
11.0804 = Modeling, virtual environment/simulation	13.1006 = Education/teaching individuals with mental retardation
11.0899 = Computer software/media apps, other	13.1007 = Education/teaching individuals with multiple disabilities
11.0901 = Computer systems networking/telecommunications	13.1008 = Education/teaching individuals with physical impairments
11.1001 = Network and system administration	13.1012 = Education/teaching individuals with speech/language impairment
11.1002 = System, networking, LAN/WAN management	13.1014 = Education/teaching individuals develop delayed
11.1003 = Computer/information systems security/assurance	13.1015 = Education/teaching early childhood special education
11.1004 = Web/multimedia management/webmaster	13.1017 = Education/teaching elementary special education
11.1005 = Information technology project management	13.1018 = Education/teaching middle school special education
11.1006 = Computer support specialist	13.1019 = Education/teaching secondary special education
11.1099 = Computer/information technology services administration/management	13.1099 = Special education and teaching, other
11.9999 = Computer/information science/support services, other	13.1101 = Counselor education/school counseling/guidance
12.0301 = Funeral service/mortuary science, general	13.1199 = Student counseling/personnel services other
12.0401 = Cosmetology/cosmetologist, general	13.1201 = Adult/continuing education and teaching
12.0402 = Barbering/barber	13.1202 = Elementary education and teaching
12.0407 = Hair styling/stylist and hair design	13.1203 = Junior high/middle school education/teaching
12.0408 = Facial treatment specialist/facialist	13.1205 = Secondary education and teaching
12.0409 = Aesthetician and skin care specialist	13.1206 = Teacher education, multiple levels
12.0410 = Nail technician/specialist/manicurist	13.1207 = Montessori teacher education
12.0413 = Cosmetology, styling, nail instructor	13.1209 = Kindergarten/preschool education/teaching
12.0414 = Master aesthetician/esthetician	13.1210 = Early childhood education/teaching
12.0499 = Cosmetology/related grooming, other	
12.0500 = Cooking/related culinary arts, general	
12.0501 = Baking and pastry arts/baker/pastry chef	

*Item included in the BPS:12/14 Abbreviated Interview.

13.1299 = Teacher education/professional development, other level/methods	14.199 = Electric/electronics/communications engineering, other
13.1301 = Agricultural teacher education	14.1101 = Engineering mechanics
13.1302 = Art teacher education	14.1201 = Engineering physics/applied physics
13.1305 = English/language arts teacher education	14.1301 = Engineering science
13.1306 = Foreign language teacher education	14.1401 = Environmental/environmental health engineering
13.1307 = Health teacher education	14.1801 = Materials engineering
13.1308 = Family/consumer science/home economics teacher education	14.1901 = Mechanical engineering
13.1309 = Technology/industrial arts teacher education	14.2001 = Metallurgical engineering
13.1310 = Sales/marketing operations teacher education	14.2301 = Nuclear engineering
13.1311 = Mathematics teacher education	14.2501 = Petroleum engineering
13.1312 = Music teacher education	14.2701 = Systems engineering
13.1314 = Physical education teaching and coaching	14.3201 = Polymer/plastics engineering
13.1316 = Science teacher education	14.3301 = Construction engineering
13.1317 = Social science teacher education	14.3501 = Industrial engineering
13.1318 = Social studies teacher education	14.3601 = Manufacturing engineering
13.1322 = Biology teacher education	14.3701 = Operations research
13.1323 = Chemistry teacher education	14.4001 = Paper science and engineering
13.1324 = Drama and dance teacher education	14.4101 = Electromechanical engineering
13.1327 = Health occupations teacher education	14.4201 = Mechatronics/robotics/automation engineering
13.1328 = History teacher education	14.4301 = Biochemical engineering
13.1329 = Physics teacher education	14.4501 = Biological/biosystems engineering
13.1330 = Spanish language teacher education	14.9999 = Engineering, other
13.1331 = Speech teacher education	15.0000 = Engineering technology, general
13.1335 = Psychology teacher education	15.0201 = Civil engineering technology/technician
13.1337 = Earth science teacher education	15.0303 = Electrical/electronic/communications engineering technology/technician
13.1338 = Environmental education	15.0305 = Telecommunications technology/technician
13.1401 = ESL language instructor	15.0399 = Electrical/electronic engineering technologies/technicians, other
13.1499 = Teach English/French as foreign language, other	15.0401 = Biomedical technology/technician
13.1501 = Teacher assistant/aide	15.0403 = Electromechanical technology/engineering technology
13.9999 = Education, other	15.0404 = Instrumentation technology/technician
14.0101 = Engineering, general	15.0406 = Automation engineer technology/technician
14.0102 = Pre-engineering	15.0499 =
14.0201 = Aerospace/aeronautical/space engineering	Electromechanical/instrument/maintenance technologies/technicians
14.0301 = Agricultural engineering	15.0501 = Heating, ventilation, air conditioning, refrigeration engineering technology/technician
14.0401 = Architectural engineering	15.0503 = Energy management and systems technology/technician
14.0501 = Bioengineering/biomedical engineering	15.0505 = Solar energy technology/technician
14.0701 = Chemical engineering	15.0506 = Water quality and wastewater treatment
14.0702 = Chemical and biomolecular engineering	15.0507 = Environmental engineering/environmental technology
14.0799 = Chemical engineering, other	15.0508 = Hazardous materials management and waste technology/technician
14.0801 = Civil engineering, general	15.0607 = Plastics and polymer engineering technology/technician
14.0803 = Structural engineering	15.0612 = Industrial technology/technician
14.0899 = Civil engineering, other	
14.0901 = Computer engineering, general	
14.0902 = Computer hardware engineering	
14.0903 = Computer software engineering	
14.0999 = Computer engineering, other	
14.1001 = Electric/electronics/communications engineering	
14.1004 = Telecommunications engineering	

*Item included in the BPS:12/14 Abbreviated Interview.

15.0613 = Manufacturing engineering technology/technician	16.0399 = East Asian language/literature/linguistics, other
15.0614 = Welding engineering technology/technician	16.0402 = Russian language and literature
15.0699 = Industrial production technologies/technicians, other	16.0900 = Romance languages/literature/linguistics, general
15.0701 = Occupational safety and health technology/technician	16.0901 = French language and literature
15.0703 = Industrial safety technology/technician	16.0902 = Italian language and literature
15.0801 = Aerospace engineering technology/technician	16.0905 = Spanish language and literature
15.0803 = Automotive engineering technology/technician	16.0908 = Hispanic language/literature/linguistics, general
15.0805 = Mechanical engineering/mechanical technology/technician	16.1101 = Arabic language and literature
15.0899 = Mechanical engineering related technologies/technicians, other	16.1200 = Classics languages/literature/linguistics, general
15.0999 = Mining/petroleum technologies/technicians, other	16.1203 = Latin language and literature
15.1001 = Construction engineering technology/technician	16.1601 = American Sign Language (ASL)
15.1103 = Hydraulics and fluid power technology/technician	16.1603 = Sign language interpretation/translation
15.1201 = Computer engineering technology/technician	16.9999 = Foreign languages/literature/linguistics, other
15.1202 = Computer technology/computer system technology	19.0101 = Family/consumer science/human science, general
15.1203 = Computer hardware technology/technician	19.0201 = Business/family/consumer/human sciences
15.1204 = Computer software technology/technician	19.0202 = Family/consumer science/human sciences communications
15.1299 = Computer engineering technologies/technicians, other	19.0203 = Consumer merchandising/retailing management
15.1301 = Drafting/design technology/technician, general	19.0299 = Family/consumer science/human science business, other
15.1302 = CAD/CADD drafting/design technology/technician	19.0501 = Food, nutrition, wellness, general
15.1303 = Architectural drafting/architectural CAD/CADD	19.0504 = Human nutrition
15.1304 = Civil drafting/engineering CAD/CADD	19.0599 = Food, nutrition, related services, other
15.1305 = Electric/electronics drafting/CAD/CADD	19.0701 = Human development/family studies, general
15.1399 = Draft/design engineer technologies/technicians	19.0704 = Family systems
15.1501 = Engineering/industrial management	19.0706 = Child development
15.1502 = Engineering design	19.0707 = Family and community services
15.1599 = Engineering-related fields, other	19.0708 = Child care/support services management
15.9999 = Engineering technologies/technicians, other	19.0709 = Child care provider/assistant
16.0102 = Linguistics	19.0799 = Human development/family studies/related, other
16.0103 = Language interpretation and translation	19.0901 = Apparel and textiles, general
16.0104 = Comparative literature	19.0904 = Textile science
16.0300 = East Asian language/literature/linguistics, general	19.0905 = Apparel and textile marketing management
16.0301 = Chinese language and literature	19.0906 = Fashion and fabric consultant
16.0302 = Japanese language and literature	19.0999 = Apparel and textiles, other
	19.9999 = Family/consumer science/human science, other
	22.0000 = Legal studies, general
	22.0001 = Pre-law studies
	22.0101 = Law
	22.0201 = Advanced legal research/studies, general
	22.0203 = American/U.S. law/legal studies
	22.0205 = Banking/corporate/finance/securities law

*Item included in the BPS:12/14 Abbreviated Interview.

22.0209 = International law and legal studies	26.0999 = Physiology/pathology/related science, other
22.0210 = International business/trade/tax law	26.1001 = Pharmacology
22.0299 = Legal research/advanced professional studies, other	26.1099 = Pharmacology and toxicology, other
22.0301 = Legal administrative assistant/secretary	26.1103 = Bioinformatics
22.0302 = Legal assistant/paralegal	26.1104 = Computational biology
22.0303 = Court reporting/court reporter	26.1201 = Biotechnology
22.0399 = Legal support services, other	26.1302 = Marine biology/biological oceanography
22.9999 = Legal professions and studies, other	26.1303 = Evolutionary biology
23.0101 = English language and literature, general	26.1304 = Aquatic biology/limnology
23.1301 = Writing, general	26.1305 = Environmental biology
23.1302 = Creative writing	26.1307 = Conservation biology
23.1303 = Professional/business/scientific writing	26.1309 = Epidemiology
23.1304 = Rhetoric and composition	26.1310 = Ecology and evolutionary biology
23.1399 = Rhetoric/composition/writing, other	26.1399 = Ecology/evolution/pop biology, other
23.1401 = General literature	26.1401 = Molecular medicine
23.1402 = American literature (American)	26.1501 = Neuroscience
23.1404 = English literature (British and Commonwealth)	26.1503 = Neurobiology and anatomy
23.9999 = English language/literature/letters, other	26.1504 = Neurobiology and behavior
24.0101 = Liberal arts/sciences/liberal studies	26.1599 = Neurobiology and neurosciences, other
24.0102 = General studies	26.9999 = Biological/biomedical sciences, other
24.0103 = Humanities/humanistic studies	27.0101 = Mathematics, general
24.0199 = Liberal arts/science, general studies, other	27.0104 = Geometry/geometric analysis
25.0199 = Library science and administration, other	27.0199 = Mathematics, other
25.9999 = Library science, other	27.0301 = Applied mathematics, general
26.0101 = Biology/biological sciences, general	27.0303 = Computational mathematics
26.0102 = Biomedical sciences, general	27.0304 = Computational and applied mathematics
26.0202 = Biochemistry	27.0305 = Financial mathematics
26.0203 = Biophysics	27.0399 = Applied mathematics, other
26.0204 = Molecular biology	27.0503 = Mathematics and statistics
26.0209 = Radiation biology/radiobiology	27.9999 = Mathematics and statistics, other
26.0210 = Biochemistry and molecular biology	29.0201 = Intelligence, general
26.0299 = Biochemistry, biophysics/molecular biology, other	30.0000 = Multi/interdisciplinary studies, general
26.0301 = Botany/plant biology	30.0101 = Biological and physical sciences
26.0308 = Plant molecular biology	30.0501 = Peace studies and conflict resolution
26.0403 = Anatomy	30.0601 = Systems science and theory
26.0406 = Cell/cellular and molecular biology	30.0801 = Mathematics and computer science
26.0407 = Cell biology and anatomy	30.1001 = Biopsychology
26.0499 = Cell/cellular biology/anatomical science, other	30.1201 = Historic preservation and conservation
26.0502 = Microbiology, general	30.1401 = Museology/museum studies
26.0503 = Medical microbiology and bacteriology	30.1501 = Science, technology and society
26.0508 = Microbiology and immunology	30.1601 = Accounting and computer science
26.0701 = Zoology/animal biology	30.1701 = Behavioral sciences
26.0709 = Wildlife biology	30.1801 = Natural sciences
26.0799 = Zoology/animal biology, other	30.1901 = Nutrition sciences
26.0801 = Genetics, general	30.2001 = International/global studies
26.0804 = Animal genetics	30.2201 = Ancient studies/civilization
26.0806 = Human/medical genetics	30.2202 = Classical Mediterranean studies/archaeology
26.0901 = Physiology, general	30.2301 = Multi/intercultural/diversity studies
26.0908 = Exercise physiology	30.2501 = Cognitive science
26.0909 = Vision science/physiological optics	30.2701 = Human biology
	30.3201 = Marine sciences
	30.3301 = Sustainability studies
	30.9999 = Multi/interdisciplinary studies, other

*Item included in the BPS:12/14 Abbreviated Interview.

31.0101 = Parks, recreation and leisure studies	40.1099 = Materials sciences, other
31.0301 = Parks/recreation/leisure facilities management, general	40.9999 = Physical sciences, other
31.0302 = Golf course operation and grounds management	41.0000 = Science technologies/technicians general
31.0399 = Parks/recreation/leisure facilities management, other	41.0101 = Biology technician/biotechnology laboratory technician
31.0501 = Health/physical education/fitness, general	41.0204 = Industrial radiologic technology/technician
31.0504 = Sport and fitness administration/management	41.0205 = Nuclear/nuclear power technology/technician
31.0505 = Kinesiology and exercise science	41.0399 = Physical science technologies/technicians, other
31.0507 = Physical fitness technician	41.9999 = Science technologies/technicians, other
31.0508 = Sports studies	42.0101 = Psychology, general
31.0599 = Health/physical education/fitness, other	42.2701 = Cognitive psychology/psycholinguistics
31.0601 = Outdoor education	42.2703 = Developmental and child psychology
38.0001 = Philosophy/religious studies, general	42.2704 = Experimental psychology
38.0101 = Philosophy	42.2705 = Personality psychology
38.0199 = Philosophy, other	42.2706 = Physiological psychology/psychobiology
38.0201 = Religion/religious studies	42.2707 = Social psychology
38.0203 = Christian studies	42.2799 = Research/experimental psychology, other
38.0206 = Jewish/Judaic studies	42.2801 = Clinical psychology
39.0201 = Bible/biblical studies	42.2803 = Counseling psychology
39.0301 = Missions/missionary studies/missiology	42.2804 = Industrial and organizational psychology
39.0401 = Religious education	42.2805 = School psychology
39.0501 = Religious/sacred music	42.2806 = Educational psychology
39.0601 = Theology/theological studies	42.2807 = Clinical child psychology
39.0602 = Divinity/ministry	42.2810 = Health/medical psychology
39.0604 = Pre-theology/pre-ministerial studies	42.2811 = Family psychology
39.0606 = Talmudic studies	42.2812 = Forensic psychology
39.0702 = Youth ministry	42.2813 = Applied psychology
39.0799 = Pastoral counseling/ministries, other	42.2814 = Applied behavior analysis
39.9999 = Theology and religious vocations, other	42.2899 = Clinical/counseling/applied psych, other
40.0101 = Physical sciences	42.9999 = Psychology, other
40.0201 = Astronomy	43.0102 = Corrections
40.0202 = Astrophysics	43.0103 = Criminal justice/law enforcement administration
40.0203 = Planetary astronomy and science	43.0104 = Criminal justice/safety studies
40.0299 = Astronomy and astrophysics, other	43.0106 = Forensic science and technology
40.0401 = Atmospheric science/meteorology, general	43.0107 = Criminal justice/police science
40.0404 = Meteorology	43.0111 = Criminalistics and criminal science
40.0501 = Chemistry, general	43.0112 = Securities services administration/management
40.0504 = Organic chemistry	43.0113 = Corrections administration
40.0507 = Polymer chemistry	43.0114 = Law enforcement investigation/interviewing
40.0510 = Forensic chemistry	43.0115 = Law enforcement record- keeping/evidence management
40.0599 = Chemistry, other	43.0116 = Cyber/comp forensics/counterterrorism
40.0601 = Geology/earth science, general	43.0117 = Financial forensics/fraud investigation
40.0604 = Paleontology	43.0118 = Law enforcement intelligence analysis
40.0607 = Oceanography, chemical and physical	
40.0699 = Geological/earth sciences/geosciences, other	
40.0801 = Physics, general	
40.0807 = Optics/optical sciences	
40.0810 = Theoretical and mathematical physics	
40.0899 = Physics, other	
40.1001 = Materials science	

*Item included in the BPS:12/14 Abbreviated Interview.

- 43.0119 = Critical response/special police operations
 43.0120 = Protective services operations
 43.0199 = Corrections and criminal justice, other
 43.0201 = Fire prevention and safety technology/technician
 43.0203 = Fire science/firefighting
 43.0205 = Fire/arson investigation and prevention
 43.0206 = Wildland/forest firefighting/investigation
 43.0301 = Homeland security
 43.0302 = Crisis/emergency/disaster management
 43.0304 = Terrorism/counterterrorism operations
 43.0399 = Homeland security, other
 43.9999 = Homeland security/other protective services
 44.0000 = Human services, general
 44.0401 = Public administration
 44.0501 = Public policy analysis
 44.0502 = Education policy analysis
 44.0503 = Health policy analysis
 44.0504 = International public policy analysis
 44.0599 = Public policy analysis, other
 44.0701 = Social work
 44.0702 = Youth services/administration
 44.0799 = Social work, other
 44.9999 = Public administration/social service, other
 45.0101 = Social science, general
 45.0201 = Anthropology
 45.0202 = Physical and biological anthropology
 45.0299 = Anthropology, other
 45.0401 = Criminology
 45.0601 = Economics, general
 45.0602 = Applied economics
 45.0603 = Econometrics and quantitative economics
 45.0604 = Development economics/international development
 45.0605 = International economics
 45.0699 = Economics, other
 45.0701 = Geography
 45.0702 = Geographic information science and cartography
 45.0901 = International relations/affairs
 45.0999 = International relations/national security, other
 45.1001 = Political science/government, general
 45.1002 = American government and politics (U.S.)
 45.1004 = Political economy
 45.1099 = Political science and government, other
 45.1101 = Sociology
 45.1201 = Urban studies/affairs
 45.1301 = Sociology and anthropology
 45.9999 = Social sciences, other
 46.0000 = Construction trades, general
 46.0101 = Mason/masonry
 46.0201 = Carpentry/carpenter
 46.0301 = Electric/power transmission install general
 46.0302 = Electrician
 46.0399 = Electric/power transmission installer other
 46.0401 = Building/property maintenance
 46.0411 = Metal building assembly/assembler
 46.0412 = Building/construction site management
 46.0415 = Building construction technology
 46.0502 = Pipefitting/pipefitter/sprinkler fitter
 46.0599 = Plumbing/water supply services, other
 46.9999 = Construction trades, other
 47.0000 = Mechanics and repairers, general
 47.0101 = Electric/electron install/repair general
 47.0102 = Business machine repairer
 47.0104 = Computer installation and repair technology/technician
 47.0105 = Industrial electronics technology/technician
 47.0199 = Electric/electronics maintenance/repair, other
 47.0201 = Heating, air conditioning, ventilation, refrigeration maintenance
 47.0302 = Heavy equipment maintenance technology/technician
 47.0303 = Industrial mechanics/maintenance technology
 47.0399 = Heavy/industrial equipment maintenance technologies, other
 47.0409 = Parts and warehousing operations and maintenance technology/technician
 47.0499 = Precision systems maintenance/repair technologies, other
 47.0600 = Vehicle maintenance/repair technologies, general
 47.0603 = Autobody/collision and repair technology/technician
 47.0604 = Automotive mechanics technology/technician
 47.0605 = Diesel mechanics technology/technician
 47.0607 = Airframe mechanics/aircraft maintenance technology/technician
 47.0608 = Aircraft powerplant technology/technician
 47.0609 = Avionics maintenance technology/technician
 47.0610 = Bicycle mechanics and repair technology/technician
 47.0611 = Motorcycle maintenance and repair technology/technician
 47.0613 = Medium/heavy vehicle and truck technology/technician
 47.0615 = Engine machinist

*Item included in the BPS:12/14 Abbreviated Interview.

47.0616 = Marine maintenance/fitter and ship repair technology/technician	50.0602 = Cinematography and film/video production
47.0617 = High performance/custom engine technician/mechanic	50.0605 = Photography
47.0699 = Vehicle maintenance/repair technologies, other	50.0607 = Documentary production
47.9999 = Mechanic and repair technologies/technicians, other	50.0699 = Film/video and photographic arts, other
48.0399 = Leatherworking and upholstery, other	50.0701 = Art/art studies, general
48.0501 = Machine tool technology/machinist	50.0702 = Fine/studio arts, general
48.0508 = Welding technology/welder	50.0703 = Art history, criticism and conservation
48.0510 = Computer numerically controlled (CNC) machinist technology	50.0705 = Drawing
48.0511 = Metal fabricator	50.0706 = Intermedia/multimedia
48.0599 = Precision metal working, other	50.0708 = Painting
48.0701 = Woodworking, general	50.0709 = Sculpture
48.0703 = Cabinetmaking and millwork	50.0710 = Printmaking
48.9999 = Precision production, other	50.0711 = Ceramic arts and ceramics
49.0101 = Aeronautics/aviation/ aerospace science/technology, general	50.0713 = Metal and jewelry arts
49.0102 = Airline/commercial pilot and flight crew	50.0799 = Fine arts and art studies, other
49.0104 = Aviation/airway management and operations	50.0901 = Music, general
49.0105 = Air traffic controller	50.0902 = Music history, literature, and theory
49.0106 = Airline flight attendant	50.0903 = Music performance, general
49.0202 = Construction/earthmoving equipment operation	50.0904 = Music theory and composition
49.0205 = Truck/business commercial vehicle operator	50.0908 = Voice and opera
49.0299 = Ground transportation, other	50.0910 = Jazz/jazz studies
49.0304 = Diver, professional and instructor	50.0913 = Music technology
49.0399 = Marine transportation, other	50.0999 = Music, other
49.9999 = Transportation/materials moving, other	50.1001 = Arts, entertainment, media management, general
50.0101 = Visual and performing arts, general	50.1003 = Music management
50.0102 = Digital arts	50.1004 = Theatre/theatre arts management
50.0301 = Dance, general	50.1099 = Arts, entertainment, media management, other
50.0399 = Dance, other	50.9999 = Visual and performing arts, other
50.0401 = Design/visual communications, general	51.0000 = Health services/allied health, general
50.0402 = Commercial and advertising art	51.0001 = Health and wellness, general
50.0404 = Industrial and product design	51.0101 = Chiropractic
50.0406 = Commercial photography	51.0201 = Communication science/disorders, general
50.0407 = Fashion/apparel design	51.0202 = Audiology/audiologist
50.0408 = Interior design	51.0203 = Speech-language pathology/pathologist
50.0409 = Graphic design	51.0204 = Audiologist/speech-language pathologist
50.0410 = Illustration	51.0299 = Communication disorders science/services, other
50.0411 = Game and interactive media design	51.0401 = Dentistry
50.0499 = Design and applied arts, other	51.0501 = Dental clinical sciences, general
50.0501 = Drama/dramatics/theatre arts, general	51.0503 = Oral biology, oral/maxillofacial pathology
50.0502 = Technical theatre/design/technology	51.0504 = Dental public health and education
50.0504 = Playwriting and screenwriting	51.0601 = Dental assisting/assistant
50.0506 = Acting	51.0602 = Dental hygiene/hygienist
50.0507 = Directing and theatrical production	51.0603 = Dental laboratory technology/technician
50.0509 = Musical theatre	51.0701 = Health/health care administration/management
50.0510 = Costume design	51.0702 = Hospital/health care facilities administration/management
50.0599 = Dramatic/theatre arts/stage-craft, other	51.0703 = Health unit coordinator/ward clerk
50.0601 = Film/cinema/video studies	

*Item included in the BPS:12/14 Abbreviated Interview.

51.0705 = Medical office management/administration	51.0917 = Polysomnography
51.0706 = Health information/medical records administration	51.0920 = Magnetic resonance (MRI) technology/technician
51.0707 = Health information/medical records technology/technician	51.0999 = Allied health diagnostic/treatment, other
51.0708 = Medical transcription/transcriptionist	51.1003 = Hematology technology/technician
51.0709 = Medical office computer specialist/assistant	51.1004 = Clinical/medical laboratory technician
51.0710 = Medical office assistant/specialist	51.1005 = Clinical laboratory science/medical technology/technologist
51.0711 = Medical/health management and clinical assistant	51.1009 = Phlebotomy technician/phlebotomist
51.0712 = Medical reception/receptionist	51.1011 = Renal/dialysis technologist/technician
51.0713 = Medical insurance coding specialist/coder	51.1012 = Sterile processing technology/technician
51.0714 = Medical insurance specialist/medical biller	51.1099 = Clinical/medical laboratory science/allied professions, other
51.0715 = Health/medical claims examiner	51.1101 = Pre-dentistry studies
51.0716 = Medical administration/executive assistant/secretary	51.1102 = Pre-medicine/pre-medical studies
51.0717 = Medical staff services technology/technician	51.1103 = Pre-pharmacy studies
51.0718 = Long term care administration/management	51.1104 = Pre-veterinary studies
51.0799 = Health and medical administration services, other	51.1105 = Pre-nursing studies
51.0801 = Medical/clinical assistant	51.1106 = Pre-chiropractic studies
51.0802 = Clinical/medical laboratory assistant	51.1107 = Pre-occupational therapy studies
51.0803 = Occupational therapist assistant	51.1109 = Pre-physical therapy studies
51.0805 = Pharmacy technician/assistant	51.1199 = Health/medical prep programs, other
51.0806 = Physical therapy technician/assistant	51.1201 = Medicine
51.0808 = Veterinary/animal health technology/technician/assistant	51.1501 = Substance abuse/addiction counseling
51.0810 = Emergency care attendant (EMT ambulance)	51.1504 = Community health services/counseling
51.0811 = Pathology/pathologist assistant	51.1505 = Marriage and family therapy/counseling
51.0812 = Respiratory therapy technician/assistant	51.1508 = Mental health counseling/counselor
51.0814 = Radiologist assistant	51.1599 = Mental/social health services/allied professions, other
51.0899 = Allied health/medical assistant services, other	51.1801 = Opticianry/ophthalmic dispensing optic
51.0901 = Cardiovascular technology/technologist	51.2001 = Pharmacy
51.0904 = Emergency medical technology/technician (EMT paramedic)	51.2004 = Medicinal and pharmaceutical chemistry
51.0905 = Nuclear medical technology/technologist	51.2005 = Natural products chemistry/pharmacognosy
51.0907 = Medical radiologic technology/science/radiation therapist	51.2010 = Pharmaceutical sciences
51.0908 = Respiratory care therapy/therapist	51.2099 = Pharmacy/pharmaceutical science/administration, other
51.0909 = Surgical technology/technologist	51.2201 = Public health, general
51.0910 = Diagnostic sonography/ultrasound technician	51.2202 = Environmental health
51.0911 = Radiologic technology/science/radiographer	51.2205 = Health/medical physics
51.0912 = Physician assistant	51.2206 = Occupational health/industrial hygiene
51.0913 = Athletic training/trainer	51.2207 = Public health education and promotion
51.0916 = Radiation protection/health physics technician	51.2208 = Community health and preventive medicine
	51.2209 = Maternal and child health
	51.2210 = International health/public health
	51.2211 = Health services administration
	51.2212 = Behavioral aspects of health
	51.2299 = Public health, other
	51.2301 = Art therapy/therapist
	51.2305 = Music therapy/therapist
	51.2306 = Occupational therapy/therapist
	51.2308 = Physical therapy/therapist
	51.2309 = Therapeutic recreation/recreational therapy

*Item included in the BPS:12/14 Abbreviated Interview.

51.2311 = Kinesiotherapy/kinesiotherapist	51.3901 = Licensed practical/vocational nurse training
51.2312 = Assistive/augmentative technology/rehab engineering	51.3902 = Nurse/nursing aide/patient care assistant
51.2313 = Animal-assisted therapy	51.3999 = Practical/vocational nursing/assistants other
51.2314 = Rehabilitation science	51.9999 = Health professions/related science other
51.2399 = Rehabilitation/therapeutic professions, other	52.0101 = Business/commerce, general
51.2401 = Veterinary medicine (DVM)	52.0201 = Business administration and management, general
51.2501 = Veterinary sciences, general	52.0203 = Logistics materials/supply chain management
51.2502 Veterinary anatomy	52.0204 = Office management and supervision
51.2504 = Veterinary microbiology/immunobiology	52.0205 = Operations management and supervision
51.2510 = Veterinary preventive medicine/public health	52.0206 = Non-profit/public/organizational management
51.2599 = Veterinary biomed/clinical science, other	52.0207 = Customer service management
51.2601 = Health aide	52.0208 = E-commerce/electronic commerce
51.2604 = Rehabilitation aide	52.0211 = Project management
51.2699 = Health aides/attendants/orderlies, other	52.0212 = Retail management
51.2706 = Medical informatics	52.0213 = Organizational leadership
51.3101 = Dietetics/dietitian	52.0299 = Business/managerial operations, other
51.3102 = Clinical nutrition/nutritionist	52.0301 = Accounting
51.3103 = Dietetic technician	52.0302 = Accounting technology/technician/bookkeeping
51.3104 = Dietitian assistant	52.0304 = Accounting and finance
51.3199 = Dietetics/clinical nutrition services	52.0305 = Accounting and business/management
51.3300 = Alternative medicine/medical systems general	52.0399 = Accounting and related services, other
51.3304 = Homeopathic medicine/homeopathy	52.0401 = Administration assistant/secretarial sciences, general
51.3306 = Holistic health	52.0402 = Executive assistant/executive secretary
51.3499 = Alternative medical support services, other	52.0407 = Business/office automation/data entry
51.3501 = Massage therapy/therapeutic massage	52.0408 = General office occupations/clerical services
51.3701 = Aromatherapy	52.0499 = Business operations support services, other
51.3801 = Nursing/registered nurse	52.0501 = Business/corporate communications
51.3803 = Adult health nurse/nursing	52.0601 = Business/managerial economics
51.3805 = Family practice nurse	52.0701 = Entrepreneurship/entrepreneurial studies
51.3806 = Maternal/child health and neonatal nurse	52.0703 = Small business administration/management
51.3807 = Nurse midwife/nursing midwifery	52.0799 = Entrepreneurial and small business operations, other
51.3808 = Nursing science	52.0801 = Finance, general
51.3809 = Pediatric nurse/nursing	52.0804 = Financial planning and services
51.3810 = Psychiatric/mental health nurse/nursing	52.0807 = Investments and securities
51.3811 = Public health/community nurse/nursing	52.0809 = Credit management
51.3812 = Perioperative/operating room/surgical nurse	52.0899 = Finance/financial management services, other
51.3814 = Critical care nursing	52.0901 = Hospitality administration/management, general
51.3816 = Emergency room/trauma nursing	52.0903 = Tourism and travel services management
51.3817 = Nursing education	
51.3818 = Nursing practice	
51.3821 = Geriatric nurse/nursing	
51.3822 = Women's health nurse/nursing	
51.3899 = Registered nursing administration/research/clinic	

*Item included in the BPS:12/14 Abbreviated Interview.

52.0904 = Hotel/motel
 administration/management
 52.0905 = Restaurant/food services management
 52.0906 = Resort management
 52.0909 = Hotel, motel, and restaurant
 management
 52.0999 = Hospitality
 administration/management, other
 52.1001 = Human resources
 management/personnel administration,
 general
 52.1002 = Labor and industrial relations
 52.1005 = Human resources development
 52.1099 = Human resources management and
 services, other
 52.1101 = International business/trade/commerce
 52.1201 = Management information systems,
 general
 52.1206 = Information resources management
 52.1299 = Management information
 systems/services, other
 52.1301 = Management science
 52.1302 = Business statistics
 52.1304 = Actuarial science
 52.1399 = Management science and quantitative
 methods, other
 52.1401 = Marketing/marketing management,
 general
 52.1402 = Marketing research
 52.1403 = International marketing
 52.1499 = Marketing, other
 52.1501 = Real estate
 52.1701 = Insurance
 52.1801 = Sales/distribution/marketing
 operations, general
 52.1802 = Merchandising and buying operations
 52.1804 = Selling skills and sales operations
 52.1899 = General merchandising,
 sales/marketing operations other
 52.1902 = Fashion merchandising
 52.1904 = Apparel and accessories marketing
 operations
 52.1905 = Tourism/travel services marketing
 operations
 52.1908 = Business/financial services marketing
 operations
 52.1909 = Special products marketing operations
 52.1910 = Hospitality/recreation marketing
 operations
 52.1999 = Specialized merchandising/marketing
 operations, other
 52.2001 = Construction management
 52.2101 = Telecommunications management
 52.9999 = Business, management, marketing,
 other
 54.0101 = History, general
 54.0102 = American history, United States

54.0103 = European history
 54.0105 = Public/applied history
 54.0108 = Military history
 54.0199 = History, other
 60.0311 = Veterinary practice
 60.0411 = Diagnostic radiology
 60.0426 = Physical medicine and rehabilitation
 60.0427 = Plastic surgery
 60.0517 = Forensic pathology
 60.0543 = Neuroradiology
 60.0545 = Nuclear radiology
 60.0562 = Pediatric radiology
 60.0577 = Sports medicine
 60.0583 = Vascular and interventional radiology
 98.9998 = Not in a degree program
 99.9999 = Undeclared

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AMAJ1RC*

B14.AMJ1GEN/B14.AMJ1SPE recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code: B14AMJ1GEN, B14AMJ1SPE. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AMAJ2

Major 2 for degree/certificate at NPSAS started 2011-12: string

[If B14ACURENR = 1]

What is your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [else]

What was your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who indicated having a second major for NPSAS program started in the 2011-12 academic year. Where: B14.ADBLMJ = 2.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AMJ2GEN

Major 2 for degree/certificate at NPSAS started 2011-12: general code

[If B14ACURENR = 1]

What is your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [else]

What was your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]?
NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated, then the selected major was recoded in this variable.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/science/general studies/humanities
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences

- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 54 = History

Applies to: Respondents who indicated having a second major for NPSAS program started in the 2011-12 academic year. Where: B14.ADBLMJ = 2.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AMJ2SPE

Major 2 for degree/certificate at NPSAS started 2011-12: specific code

[If B14ACURENR = 1]

What is your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]? [else]

What was your other major or field of study for your [program at NPSAS started 2011-12] at [NPSAS]?
NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 01.0102 = Agribusiness/agricultural business operations
- 03.0103 = Environmental studies
- 03.0104 = Environmental science
- 03.0299 = Natural resources management/policy, other
- 03.0501 = Forestry, general
- 04.0901 = Architectural technology/technician
- 05.0102 = American/U.S. studies/civilization
- 05.0103 = Asian studies/civilization
- 05.0124 = French studies
- 05.0200 = Ethnic studies
- 05.0201 = African-American/black studies
- 05.0203 = Hispanic-American, Chicano studies
- 05.0207 = Women's studies
- 05.0299 = Ethnic/minority/gender studies, other
- 09.0100 = Communication, general
- 09.0102 = Mass communication/media studies
- 09.0199 = Communication/media studies, other
- 09.0401 = Journalism
- 09.0701 = Radio and television
- 09.0702 = Digital communication/media/multimedia

*Item included in the BPS:12/14 Abbreviated Interview.

09.0799 = Radio/television/digital communication, other	13.1205 = Secondary education and teaching
09.0900 = Public relations/advertising	13.1210 = Early childhood education/teaching
09.0903 = Advertising	13.1305 = English/language arts teacher education
09.0907 = International and intercultural communication	13.1311 = Mathematics teacher education
10.0105 = Communications technology/technician	13.1312 = Music teacher education
10.0202 = Radio and television broadcasting technology/technician	13.1316 = Science teacher education
10.0299 = Audiovisual communications technologies/technicians, other	13.1318 = Social studies teacher education
10.0301 = Graphic communications, general	13.1322 = Biology teacher education
10.0304 = Animation/interactive technology/video graphic	13.1327 = Health occupations teacher education
11.0101 = Computer and information sciences, general	13.1330 = Spanish language teacher education
11.0103 = Information technology	14.0201 = Aerospace/aeronautical/space engineering
11.0202 = Computer programming, specific apps	14.0501 = Bioengineering/biomedical engineering
11.0299 = Computer programming, other	14.0701 = Chemical engineering
11.0701 = Computer science	14.0801 = Civil engineering, general
11.0801 = Web page, digital/multimedia/design	14.1001 = Electric/electronics/communications engineering
11.0901 = Computer systems networking/telecommunications	14.1099 = Electric/electronics/communications engineering, other
11.1003 = Computer/information systems security/assurance	14.1901 = Mechanical engineering
11.1005 = Information technology project management	14.2701 = Systems engineering
11.1099 = Computer/information technology services administration/management	15.0399 = Electrical/electronic engineering technologies/technicians, other
12.0409 = Aesthetician and skin care specialist	15.0406 = Automation engineer technology/technician
12.0500 = Cooking/related culinary arts, general	15.0501 = Heating, ventilation, air conditioning, refrigeration engineering technology/technician
12.0501 = Baking and pastry arts/baker/pastry chef	15.0803 = Automotive engineering technology/technician
12.0503 = Culinary arts/chef training	15.0899 = Mechanical engineering related technologies/technicians, other
12.0509 = Culinary science/culinology	15.1299 = Computer engineering technologies/technicians, other
12.0599 = Culinary arts/related services, other	16.0102 = Linguistics
13.0101 = Education, general	16.0103 = Language interpretation and translation
13.0201 = Bilingual and multilingual education	16.0104 = Comparative literature
13.1001 = Special education and teaching, general	16.0402 = Russian language and literature
13.1007 = Education/teaching individuals with multiple disabilities	16.0500 = Germanic languages/literatures/linguistics, general
13.1011 = Education/teaching individuals with learning disabilities	16.0501 = German language and literature
13.1012 = Education/teaching individuals with speech/language impairments	16.0901 = French language and literature
13.1015 = Education/teaching early childhood special education	16.0902 = Italian language and literature
13.1017 = Education/teaching elementary special education	16.0904 = Portuguese language and literature
13.1018 = Education/teaching middle school special education	16.0905 = Spanish language and literature
13.1019 = Education/teaching secondary special education	16.1101 = Arabic language and literature
13.1099 = Special education and teaching, other	16.1199 = Middle/Near Eastern languages/literatures/linguistics, other
13.1201 = Adult/continuing education and teaching	16.1200 = Classics languages/literature/linguistics, general
13.1202 = Elementary education and teaching	16.1203 = Latin language and literature
	16.1601 = American Sign Language (ASL)
	19.0501 = Food, nutrition, wellness, general
	19.0701 = Human development/family studies, general
	19.0706 = Child development
	19.0710 = Developmental services worker

*Item included in the BPS:12/14 Abbreviated Interview.

19.0906 = Fashion and fabric consultant	42.2799 = Research/experimental psychology, other
22.0000 = Legal studies, general	42.2810 = Health/medical psychology
22.0001 = Pre-law studies	42.2813 = Applied psychology
22.0203 = American/U.S. law/legal studies	43.0103 = Criminal justice/law enforcement administration
23.0101 = English language and literature, general	43.0111 = Criminalistics and criminal science
23.1302 = Creative writing	43.0117 = Financial forensics/fraud investigation
23.1401 = General literature	43.0122 = Maritime law enforcement
23.1499 = Literature, other	43.0199 = Corrections and criminal justice, other
24.0101 = Liberal arts/sciences/liberal studies	43.0301 = Homeland security
24.0102 = General studies	44.0000 = Human services, general
24.0199 = Liberal arts/sciences, general studies, other	44.0401 = Public administration
26.0101 = Biology/biological sciences, general	44.0701 = Social work
26.0202 = Biochemistry	45.0201 = Anthropology
26.0301 = Botany/plant biology	45.0204 = Cultural anthropology
26.1201 = Biotechnology	45.0401 = Criminology
27.0101 = Mathematics, general	45.0601 = Economics, general
27.0301 = Applied mathematics, general	45.0602 = Applied economics
27.0303 = Computational mathematics	45.0604 = Development economics/international development
27.0304 = Computational and applied mathematics	45.0605 = International economics
27.0502 = Mathematical statistics/probability	45.0699 = Economics, other
30.0000 = Multi/interdisciplinary studies, general	45.0901 = International relations/affairs
30.0501 = Peace studies and conflict resolution	45.1001 = Political science/government, general
30.1701 = Behavioral sciences	45.1002 = American government and politics (U.S.)
30.2001 = International/global studies	45.1004 = Political economy
30.2301 = Multi/intercultural/diversity studies	45.1099 = Political science and government, other
30.2501 = Cognitive science	45.1101 = Sociology
30.2601 = Cultural studies/critical theory	45.1201 = Urban studies/affairs
31.0302 = Golf course operation and grounds management	45.1301 = Sociology and anthropology
31.0504 = Sport and fitness administration/management	45.1401 = Rural sociology
31.0505 = Kinesiology and exercise science	45.9999 = Social sciences, other
38.0001 = Philosophy/religious studies, general	46.0301 = Electric/power transmission installation/installer, general
38.0101 = Philosophy	46.0302 = Electrician
38.0199 = Philosophy, other	46.0415 = Building construction technology
38.0201 = Religion/religious studies	47.0199 = Electric/electronics maintenance/repair, other
38.0203 = Christian studies	47.0302 = Heavy equipment maintenance technology/technician
38.0206 = Jewish/Judaic studies	47.0603 = Autobody/collision and repair technology/technician
38.0299 = Religion/religious studies, other	47.0604 = Automotive mechanics technology/technician
38.9999 = Philosophy and religious studies, other	47.0605 = Diesel mechanics technology/technician
39.0201 = Bible/biblical studies	47.0606 = Small engine mechanics and repair technology/technician
39.0601 = Theology/theological studies	47.0608 = Aircraft powerplant technology/technician
39.0702 = Youth ministry	47.0611 = Motorcycle maintenance and repair technology/technician
39.9999 = Theology and religious vocations, other	47.0617 = High performance/custom engine technician/mechanic
40.0501 = Chemistry, general	
40.0599 = Chemistry, other	
40.0601 = Geology/earth science, general	
40.0801 = Physics, general	
40.0899 = Physics, other	
41.0399 = Physical science technologies/technicians, other	
42.0101 = Psychology, general	
42.2703 = Developmental and child psychology	
42.2704 = Experimental psychology	

*Item included in the BPS:12/14 Abbreviated Interview.

47.9999 = Mechanic and repair technologies/technicians, other	51.2001 = Pharmacy
48.0508 = Welding technology/welder	51.2004 = Medicinal and pharmaceutical chemistry
48.9999 = Precision production, other	51.2201 = Public health, general
49.0101 = Aeronautics/aviation science/technology, general	51.2210 = International health/public health
49.0205 = Truck/bus commercial vehicle operator	51.2212 = Behavioral aspects of health
49.0299 = Ground transportation, other	51.2299 = Public health, other
50.0301 = Dance, general	51.2706 = Medical informatics
50.0407 = Fashion/apparel design	51.3801 = Nursing/registered nurse
50.0408 = Interior design	51.3803 = Adult health nurse/nursing
50.0409 = Graphic design	51.3813 = Clinical nurse specialist
50.0410 = Illustration	51.3818 = Nursing practice
50.0411 = Game and interactive media design	51.3822 = Women's health nurse/nursing
50.0501 = Drama/dramatics/theatre arts, general	51.3902 = Nurse/nursing aide/patient care assistant
50.0502 = Technical theatre/design/technology	51.9999 = Health professions/related science other
50.0506 = Acting	52.0201 = Business administration and management, general
50.0507 = Directing and theatrical production	52.0203 = Logistics materials/supply chain management
50.0509 = Musical theatre	52.0205 = Operations management and supervision
50.0602 = Cinematography and film/video production	52.0213 = Organizational leadership
50.0605 = Photography	52.0299 = Business/managerial operations, other
50.0699 = Film/video and photographic arts, other	52.0301 = Accounting
50.0701 = Art/art studies, general	52.0302 = Accounting technology/technician/bookkeeping
50.0702 = Fine/studio arts, general	52.0304 = Accounting and finance
50.0703 = Art history, criticism and conservation	52.0305 = Accounting and business/management
50.0706 = Intermedia/multimedia	52.0401 = Administration assistant/secretarial sciences, general
50.0901 = Music, general	52.0407 = Business/office automation/data entry
50.0903 = Music performance, general	52.0501 = Business/corporate communications
50.0904 = Music theory and composition	52.0601 = Business/managerial economics
50.0910 = Jazz/jazz studies	52.0701 = Entrepreneurship/entrepreneurial studies
50.0916 = Percussion instruments	52.0799 = Entrepreneurial and small business operations, other
50.1002 = Fine and studio arts management	52.0801 = Finance, general
50.1003 = Music management	52.0899 = Finance/financial management services, other
51.0000 = Health services/allied health, general	52.0901 = Hospitality administration/management, general
51.0501 = Dental clinical sciences, general	52.0905 = Restaurant/food services management
51.0705 = Medical office management/administration	52.0907 = Meeting and event planning
51.0713 = Medical insurance coding specialist/coder	52.0909 = Hotel, motel, and restaurant management
51.0714 = Medical insurance specialist/medical biller	52.1001 = Human resources management/personnel administration, general
51.0802 = Clinical/medical laboratory assistant	52.1101 = International business/trade/commerce
51.0806 = Physical therapy technician/assistant	52.1201 = Management information systems, general
51.0901 = Cardiovascular technology/technologist	52.1206 = Information resources management
51.0902 = Electrocardiograph technology/technician	52.1299 = Management information systems/services, other
51.0909 = Surgical technology/technologist	52.1301 = Management science
51.0911 = Radiologic technology/science/radiographer	
51.0913 = Athletic training/trainer	
51.1005 = Clinical laboratory science/medical technology/technologist	
51.1009 = Phlebotomy technician/phlebotomist	
51.1102 = Pre-medicine/pre-medical studies	
51.1109 = Pre-physical therapy studies	

*Item included in the BPS:12/14 Abbreviated Interview.

- 52.1401 = Marketing/marketing management, general
- 52.1499 = Marketing, other
- 52.1501 = Real estate
- 52.1801 = Sales/distribution/marketing operations, general
- 52.1899 = General merchandising, sales/marketing operations other
- 52.1902 = Fashion merchandising
- 52.1905 = Tourism/travel services marketing operations
- 52.9999 = Business, management, marketing, other
- 54.0101 = History, general
- 54.0102 = American history, United States
- 54.0103 = European history
- 54.0199 = History, other

Applies to: Respondents who indicated having a second major for NPSAS program started in the 2011-12 academic year. Where: B14.ADBLMAJ = 2.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AMAJ2RC*

B14.AMJ2GEN/B14.AMJ2SPE recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code: B14AMJ2GEN, B14AMJ2SPE. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Not upcoded/recoded
- 1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AMJCHGNUM

Number of major changes for degree/certificate at NPSAS started 2011-12

[If B14ACURENR = 1]

How many times have you formally changed your major at [NPSAS] for the [program at NPSAS started 2011-12] you began there in the 2011-2012 academic year?

[else]

[{If [began interview on or after July 1, 2014]} Before July 2014, how {else} How] many times did you

formally change your major at [NPSAS] for the [program at NPSAS started 2011-12] you began there in the 2011-2012 academic year?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Never changed major
- 1 = Changed major once
- 2 = Changed major more than once

Applies to: Respondents who indicated a single major and did not verify their preloaded major for NPSAS program started in the 2011-12 academic year or indicated a double major for NPSAS program started in the 2011-12 academic year and did not verify at least one preloaded major for NPSAS program started in the 2011-12 academic year, NPSAS was a 2- or 4-year school, NPSAS program started in the 2011-12 academic year was an associate's degree or bachelor's degree, and did not participate in the abbreviated interview. Where:

(B14.ADBLMAJ = 1 and [did not verify preloaded NPSAS major]) or (B14.ADBLMAJ = 2 and [did not verify preloaded NPSAS major 1] or [did not verify preloaded NPSAS major 2]) and Y_NPLEVL in (1 2) and TDEGREE in (3 4) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AMJ1STORG

Original major is major 1 of double major for degree/certificate at NPSAS started 2011-12

When we last spoke with you in the 2011-2012 school year, you told us you were majoring in [preloaded major 1 from NPSAS] and [preloaded major 2 from NPSAS]. Were your original majors at [NPSAS] in... [Preloaded major 1 from NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Original major is not major 1 reported in NPSAS
- 1 = Yes, original major is major 1 reported in NPSAS

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year, did not have a preloaded original major for NPSAS program started in the 2011-12 academic year, have a preloaded major 1 and major 2 for NPSAS program started in the 2011-12 academic year, and did not participate in the abbreviated interview. Where: B14.AMJCHGNUM > 0 and [no preloaded original major for NPSAS program started in the 2011-12 academic year] and [preloaded major 1 for NPSAS program started in the 2011-12 academic year provided] and [preloaded major 2 for NPSAS program started in the 2011-12 academic year provided] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

*Item included in the BPS:12/14 Abbreviated Interview.

B14AMJ2STORG

Original major is major 2 of double major for degree/certificate at NPSAS started 2011-12

When we last spoke with you in the 2011-2012 school year, you told us you were majoring in [preloaded major 1 from NPSAS] and [preloaded major 2 from NPSAS]. Were your original majors at [NPSAS] in... [Preloaded major 2 from NPSAS]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Original major is not major 2 reported in NPSAS

1 = Yes, original major is major 2 reported in NPSAS

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year, did not have a preloaded original major for NPSAS program started in the 2011-12 academic year, have a preloaded major 1 and major 2 for NPSAS program started in the 2011-12 academic year, and did not participate in the abbreviated interview. Where:

B14AMJCHGNUM > 0 and [no preloaded original major for NPSAS program started in the 2011-12 academic year] and [preloaded major 1 for NPSAS program started in the 2011-12 academic year provided] and [preloaded major 2 for NPSAS program started in the 2011-12 academic year provided] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AVERO1MAJ

Original major is single major for degree/certificate at NPSAS started 2011-12

When we last spoke with you in the 2011-2012 school year, you told us you were majoring in [{if [preloaded major 1 from NPSAS] ne -9} [preloaded major 1 from NPSAS] {else} [preloaded major 2 from NPSAS]]. Was [{if [preloaded major 1 from NPSAS] ne -9} [preloaded major 1 from NPSAS] {else} [preloaded major 2 from NPSAS]] your original major?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Original major is not major reported in NPSAS

1 = Yes, original major is major reported in NPSAS

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year once and did not verify their NPSAS major or who changed their major for NPSAS program started in the 2011-12 academic year more than once and did have a preloaded second major, did not have a preloaded original major for NPSAS program started in the 2011-12 academic year, have a preloaded major 1 or major 2 for NPSAS program started in the 2011-12 academic year, and did not participate in the abbreviated interview. Where:

((B14AMJCHGNUM = 1 and [did not verify major for NPSAS program started in the 2011-12 academic year]) or (B14AMJCHGNUM = 2 and [did not have a preloaded major 2 for NPSAS program started in the 2011-12 academic year])) and Y_OMAJSTG = '-9' and ([had a preloaded major 1 or major 2 for NPSAS program started in the 2011-12 academic year]) and ABBREV ne 1

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AOMJ1

Original major for degree/certificate at NPSAS started 2011-12: string

What was your original declared major for the [program at NPSAS started 2011-12] you began at [NPSAS] in the 2011-2012 academic year? If you originally declared a double major, tell [{if COMPMODE = 1} me {else} us] about only one of them here. [{If [preloaded major 1 from NPSAS] ne -9 and COMPMODE = 0} Please type the information requested in the box provided and then click the "Enter" button. A list of categories that match your entry will be displayed for you to choose from.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [preloaded original major provided] then B14AOMJ1 = [preloaded original major].

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year, did not verify a preloaded major string as their original major, and did not participate in the abbreviated interview. Where:

B14AMJCHGNUM > 0 and B14AMJ1STORG ne 1 and B14AMJ2STORG ne 1 and B14AVERO1MAJ ne 1 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AOM1GEN

Original major for degree/certificate at NPSAS started 2011-12: general code

What was your original declared major for the [program at NPSAS started 2011-12] you began at [NPSAS] in the 2011-2012 academic year? If you originally declared a double major, tell [{if

*Item included in the BPS:12/14 Abbreviated Interview.

COMPMODE = 1} me {else} us] about only one of them here. [{If [preloaded major 1 from NPSAS] ne -9 and COMPMODE = 0} Please type the information requested in the box provided and then click the “Enter” button. A list of categories that match your entry will be displayed for you to choose from.]
 NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [preloaded original major provided] then B14AOMJ1 = [preloaded original major].

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sciences/general studies/humanities
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 54 = History
- 60 = Residency programs

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year, did not verify a preloaded major string as their original major, and did not participate in the abbreviated interview. Where:

B14AMJCHGNUM > 0 and B14AMJ1STORG ne 1 and

B14AMJ2STORG ne 1 and B14AVERO1MAJ ne 1 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOM1SPE

Original major for degree/certificate at NPSAS started 2011-12: specific code

What was your original declared major for the [program at NPSAS started 2011-12] you began at [NPSAS] in the 2011-2012 academic year? If you originally declared a double major, tell [{if COMPMODE = 1} me {else} us] about only one of them here. [{If [preloaded major 1 from NPSAS] ne -9 and COMPMODE = 0} Please type the information requested in the box provided and then click the “Enter” button. A list of categories that match your entry will be displayed for you to choose from.]
 NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [preloaded original major provided] then B14AOMJ1 = [preloaded original major].

- 01.0101 = Agricultural business and management, general
- 01.0102 = Agribusiness/agricultural business operations
- 01.0601 = Applied horticulture/horticulture operations, general
- 01.0901 = Animal sciences, general
- 01.0999 = Animal sciences, other
- 03.0101 = Natural resources/conservation, general
- 03.0103 = Environmental studies
- 03.0104 = Environmental science
- 03.0299 = Natural resources management/policy, other
- 03.0301 = Fishing and fisheries sciences and management
- 03.0502 = Forest sciences and biology
- 03.0601 = Wildlife, fish/wildlands science/management
- 04.0201 = Architecture
- 05.0102 = American/U.S. studies/civilization
- 05.0108 = Near and Middle Eastern studies
- 05.0200 = Ethnic studies
- 09.0100 = Communication, general
- 09.0102 = Mass communication/media studies
- 09.0199 = Communication/media studies, other
- 09.0401 = Journalism
- 09.0404 = Photojournalism
- 09.0499 = Journalism, other
- 09.0701 = Radio and television

*Item included in the BPS:12/14 Abbreviated Interview.

09.0900 = Public relations/advertising	14.0102 = Pre-engineering
09.0902 = Public relations/image management	14.0201 = Aerospace/aeronautical/space engineering
09.9999 = Communication/journalism/related, other	14.0501 = Bioengineering/biomedical engineering
10.0105 = Communications technology/technician	14.0701 = Chemical engineering
10.0203 = Recording arts technology/technician	14.0702 = Chemical and biomolecular engineering
10.0301 = Graphic communications, general	14.0801 = Civil engineering, general
10.0304 = Animation/interactive technology/video graphic	14.0901 = Computer engineering, general
11.0103 = Information technology	14.1001 = Electric/electronics/communications engineering
11.0199 = Computer and information science, other	14.1101 = Engineering mechanics
11.0201 = Computer programming/programmer, general	14.1301 = Engineering science
11.0299 = Computer programming, other	14.1401 = Environmental/environmental health engineering
11.0501 = Computer systems analyst/analysis	14.1901 = Mechanical engineering
11.0701 = Computer science	14.3301 = Construction engineering
11.0801 = Web page, digital/multimedia/design	14.3501 = Industrial engineering
11.0901 = Computer systems networking/telecommunications	14.3601 = Manufacturing engineering
11.1001 = Network and system administration	14.3701 = Operations research
11.1003 = Computer/information systems security/assurance	15.0000 = Engineering technology, general
11.1099 = Computer/information technology services administration/management	15.0506 = Water quality and wastewater treatment
11.9999 = Computer/information sciences/support services, other	15.0801 = Aerospace engineering technology/technician
12.0401 = Cosmetology/cosmetologist, general	15.0803 = Automotive engineering technology/technician
12.0413 = Cosmetology, styling, nail instructor	15.1399 = Draft/design engineer technologies/technicians
12.0500 = Cooking/related culinary arts, general	16.0102 = Linguistics
12.0501 = Baking and pastry arts/baker/pastry chef	16.0103 = Language interpretation and translation
12.0503 = Culinary arts/chef training	16.0901 = French language and literature
13.0101 = Education, general	16.0905 = Spanish language and literature
13.1001 = Special education and teaching, general	16.1200 = Classics languages/literatures/linguistics, general
13.1015 = Education/teaching early childhood special education	16.1601 = American Sign Language (ASL)
13.1017 = Education/teaching elementary special education	19.0299 = Family/consumer sciences/human sciences business services, other
13.1019 = Education/teaching secondary special education	19.0501 = Food, nutrition, wellness, general
13.1202 = Elementary education and teaching	19.0504 = Human nutrition
13.1203 = Junior high/middle school education/teaching	19.0704 = Family systems
13.1205 = Secondary education and teaching	19.0706 = Child development
13.1210 = Early childhood education/teaching	19.0708 = Child care/support services management
13.1302 = Art teacher education	19.0799 = Human development/family studies/related, other
13.1303 = Business teacher education	19.0905 = Apparel and textile marketing management
13.1305 = English/language arts teacher education	19.0906 = Fashion and fabric consultant
13.1311 = Mathematics teacher education	22.0001 = Pre-law studies
13.1312 = Music teacher education	22.0210 = International business/trade/tax law
13.1314 = Physical education teaching and coaching	22.0302 = Legal assistant/paralegal
13.1317 = Social science teacher education	23.0101 = English language and literature, general
13.1328 = History teacher education	23.1302 = Creative writing
13.1330 = Spanish language teacher education	23.1401 = General literature
14.0101 = Engineering, general	24.0101 = Liberal arts/sciences/liberal studies
	24.0102 = General studies
	24.0103 = Humanities/humanistic studies

*Item included in the BPS:12/14 Abbreviated Interview.

24.0199 = Liberal arts/sciences, general studies, other	43.0117 = Financial forensics/fraud investigation
26.0101 = Biology/biological sciences, general	43.0199 = Corrections and criminal justice, other
26.0102 = Biomedical sciences, general	43.0202 = Fire services administration
26.0202 = Biochemistry	43.0203 = Fire science/firefighting
26.0210 = Biochemistry and molecular biology	43.0204 = Fire technology
26.0299 = Biochemistry, biophysics/molecular biology, other	43.0299 = Fire protection, other
26.0407 = Cell biology and anatomy	44.0000 = Human services, general
26.0503 = Medical microbiology and bacteriology	44.0701 = Social work
26.0701 = Zoology/animal biology	44.9999 = Public administration/social service, other
26.0901 = Physiology, general	45.0101 = Social science, general
26.1302 = Marine biology/biological oceanography	45.0201 = Anthropology
26.1305 = Environmental biology	45.0401 = Criminology
26.1501 = Neuroscience	45.0601 = Economics, general
26.1504 = Neurobiology and behavior	45.0603 = Econometrics and quantitative economics
27.0101 = Mathematics, general	45.0901 = International relations/affairs
27.0301 = Applied mathematics, general	45.1001 = Political science/government, general
30.0000 = Multi/interdisciplinary studies, general	45.1004 = Political economy
30.1901 = Nutrition sciences	45.1099 = Political science and government, other
30.2001 = International/global studies	45.1101 = Sociology
30.2701 = Human biology	46.0301 = Electric/power transmission installation/installer, general
31.0501 = Health/physical education/fitness, general	46.0302 = Electrician
31.0504 = Sport and fitness administration/management	47.0201 = Heating, air conditioning, ventilation, refrigeration maintenance
31.0505 = Kinesiology and exercise science	47.0603 = Autobody/collision and repair technology/technician
31.0508 = Sports studies	47.0605 = Diesel mechanics technology/technician
38.0001 = Philosophy/religious studies, general	48.0508 = Welding technology/welder
38.0101 = Philosophy	50.0102 = Digital arts
38.0201 = Religion/religious studies	50.0401 = Design/visual communications, general
38.0206 = Jewish/Judaic studies	50.0404 = Industrial and product design
39.0301 = Missions/missionary studies/missiology	50.0407 = Fashion/apparel design
39.0401 = Religious education	50.0408 = Interior design
39.0501 = Religious/sacred music	50.0409 = Graphic design
39.0702 = Youth ministry	50.0411 = Game and interactive media design
40.0101 = Physical sciences	50.0499 = Design and applied arts, other
40.0501 = Chemistry, general	50.0501 = Drama/dramatics/theatre arts, general
40.0601 = Geology/earth science, general	50.0502 = Technical theatre/design/technology
40.0801 = Physics, general	50.0506 = Acting
41.0000 = Science technologies/technicians general	50.0601 = Film/cinema/video studies
41.0101 = Biology technician/biotechnology laboratory technician	50.0602 = Cinematography and film/video production
42.0101 = Psychology, general	50.0605 = Photography
42.2703 = Developmental and child psychology	50.0699 = Film/video and photographic arts, other
42.2801 = Clinical psychology	50.0701 = Art/art studies, general
42.2803 = Counseling psychology	50.0702 = Fine/studio arts, general
42.2807 = Clinical child psychology	50.0703 = Art history, criticism and conservation
42.2811 = Family psychology	50.0706 = Intermedia/multimedia
42.2814 = Applied behavior analysis	50.0710 = Printmaking
43.0103 = Criminal justice/law enforcement administration	50.0901 = Music, general
43.0106 = Forensic science and technology	50.0903 = Music performance, general
43.0107 = Criminal justice/police science	50.0913 = Music technology
43.0111 = Criminalistics and criminal science	50.0999 = Music, other

*Item included in the BPS:12/14 Abbreviated Interview.

- 50.1001 = Arts, entertainment, media management, general
 50.1002 = Fine and studio arts management
 50.1004 = Theatre/theatre arts management
 51.0000 = Health services/allied health, general
 51.0001 = Health and wellness, general
 51.0203 = Speech-language pathology/pathologist
 51.0204 = Audiologist/speech-language pathologist
 51.0401 = Dentistry
 51.0501 = Dental clinical sciences, general
 51.0599 = Advanced dentistry/oral sciences, other
 51.0601 = Dental assisting/assistant
 51.0602 = Dental hygiene/hygienist
 51.0705 = Medical office management/administration
 51.0707 = Health information/medical records technology/technician
 51.0710 = Medical office assistant/specialist
 51.0713 = Medical insurance coding specialist/coder
 51.0714 = Medical insurance specialist/medical biller
 51.0716 = Medical administrative/executive assistant/secretary
 51.0717 = Medical staff services technology/technician
 51.0718 = Long term care administration/management
 51.0799 = Health and medical administrative services, other
 51.0801 = Medical/clinical assistant
 51.0802 = Clinical/medical laboratory assistant
 51.0803 = Occupational therapist assistant
 51.0808 = Veterinary/animal health technology/technician/assistant
 51.0809 = Anesthesiologist assistant
 51.0810 = Emergency care attendant (EMT ambulance)
 51.0812 = Respiratory therapy technician/assistant

 51.0899 = Allied health/medical assisting services, other
 51.0904 = Emergency medical technology/technician (EMT paramedic)
 51.0905 = Nuclear medical technology/technologist
 51.0908 = Respiratory care therapy/therapist
 51.0909 = Surgical technology/technologist
 51.0910 = Diagnostic sonography/ultrasound technician
 51.0911 = Radiologic technology/science/radiographer
 51.0913 = Athletic training/trainer
 51.1009 = Phlebotomy technician/phlebotomist
 51.1099 = Clinical/medical laboratory science/allied professions, other

 51.1101 = Pre-dentistry studies
 51.1102 = Pre-medicine/pre-medical studies
 51.1103 = Pre-pharmacy studies
 51.1104 = Pre-veterinary studies
 51.1105 = Pre-nursing studies
 51.1109 = Pre-physical therapy studies
 51.1199 = Health/medical prep programs, other
 51.1201 = Medicine
 51.1501 = Substance abuse/addiction counseling
 51.1504 = Community health services/counseling
 51.2001 = Pharmacy
 51.2004 = Medicinal and pharmaceutical chemistry
 51.2010 = Pharmaceutical sciences
 51.2208 = Community health and preventive medicine
 51.2211 = Health services administration
 51.2305 = Music therapy/therapist
 51.2306 = Occupational therapy/therapist
 51.2308 = Physical therapy/therapist
 51.2401 = Veterinary medicine (DVM)
 51.2501 = Veterinary sciences, general
 51.2504 = Veterinary microbiology/immunobiology
 51.2599 = Veterinary biomedical/clinical sciences, other
 51.3102 = Clinical nutrition/nutritionist
 51.3199 = Dietetics/clinical nutrition services
 51.3801 = Nursing/registered nurse
 51.3803 = Adult health nurse/nursing
 51.3805 = Family practice nurse
 51.3808 = Nursing science
 51.3809 = Pediatric nurse/nursing
 51.3816 = Emergency room/trauma nursing
 51.3818 = Nursing practice
 51.3820 = Clinical nurse leader
 51.3821 = Geriatric nurse/nursing
 51.3822 = Women's health nurse/nursing
 51.3899 = Registered nursing administration/research/clinical
 51.3902 = Nurse/nursing aide/patient care assistant
 51.3999 = Practical/vocational nursing/assistants, other
 51.9999 = Health professions/related science, other
 52.0101 = Business/commerce, general
 52.0201 = Business administration and management, general
 52.0301 = Accounting
 52.0305 = Accounting and business/management
 52.0399 = Accounting and related services, other
 52.0407 = Business/office automation/data entry
 52.0501 = Business/corporate communications
 52.0601 = Business/managerial economics
 52.0799 = Entrepreneurial and small business operations, other
 52.0801 = Finance, general

*Item included in the BPS:12/14 Abbreviated Interview.

52.0803 = Banking and financial support services
 52.0901 = Hospitality
 administration/management, general
 52.0909 = Hotel, motel, and restaurant
 management
 52.0999 = Hospitality
 administration/management, other
 52.1101 = International business/trade/commerce
 52.1201 = Management information systems,
 general
 52.1401 = Marketing/marketing management,
 general
 52.1402 = Marketing research
 52.1499 = Marketing, other
 52.1801 = Sales/distribution/marketing
 operations, general
 52.1899 = General merchandising,
 sales/marketing operations, other
 52.1902 = Fashion merchandising
 52.1908 = Business/financial services marketing
 operations
 52.2001 = Construction management
 52.9999 = Business, management, marketing,
 other
 54.0101 = History, general
 54.0102 = American history, United States
 60.0411 = Diagnostic radiology
 60.0418 = Nuclear medicine
 60.0425 = Pediatrics
 60.0577 = Sports medicine

Applies to: Respondents who changed their major for NPSAS program started in the 2011-12 academic year, did not verify a preloaded major string as their original major, and did not participate in the abbreviated interview. Where:

B14AMJCHGNUM > 0 and B14AMJ1STORG ne 1 and B14AMJ2STORG ne 1 and B14AVERO1MAJ ne 1 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOMJ1RC*

B14AOM1GEN/B14AOM1SPE recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code: B14AOM1GEN, B14AOM1SPE. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPOTHSM*

Additional attendance at NPSAS for same degree/certificate type started 2011-12

So far you have told us about the [program at NPSAS started 2011-12] you were awarded [{if [major 1 for program at NPSAS started 2011-12] ne -9 and [major 2 for program at NPSAS started 2011-12] ne -9} in [major 1 for program at NPSAS started 2011-12] and [major 2 for program at NPSAS started 2011-12] {else if [major 1 for program at NPSAS started 2011-12] ne -9} in [major 1 for program at NPSAS started 2011-12]] at [NPSAS] [{if B14ADGNMY ne -9} in [B14ADGNMY] {else if [year of B14ADGNMY] ne -9} in [year of B14ADGNMY]]. Other than for that [program at NPSAS started 2011-12]], [{if [began interview before July 1, 2014]} have you attended {else} did you attend] [NPSAS] at any time [{if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for an additional [program at NPSAS started 2011-12]? [{If TDEGREE in (3 4)} For these next questions, changes in major or field of study at [NPSAS] for your completed [program at NPSAS started 2011-12] do not count as additional enrollment.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No additional attendance for same degree/certificate type

1 = Yes, additional attendance for same degree/certificate type

Applies to: Respondents who completed the NPSAS program began at NPSAS in the 2011-12 academic year. Where:

B14ACMPDGN = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPOTHENR*

Additional attendance at NPSAS for another program July 2011-June 2014

[If B14ACURENR = 0 and B14ACMPDGN = 1] [{If B14ANPOTHSM = 0} Thanks.] [{If [began interview before July 1, 2014]} Have you attended {else} did you attend] [NPSAS] at any time [{if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for (any of the following):

[{If B14ANPOTHSM ne 0 and TDEGREE = 2} a different certificate or diploma, including those leading to a license (example: cosmetology or welding) {else if

TDEGREE in (1 3)} an undergraduate certificate or diploma (usually less than 2 years), including those leading to a license (example: cosmetology or welding) {else if TDEGREE = 4} an undergraduate certificate or diploma including those leading to a license (example: cosmetology or welding), not earned as part of your bachelor's degree)]

[{If Y_NPLEVL in (1 2) and TDEGREE ne 3} an associate's degree]

[{If Y_NPLEVL = 1 and TDEGREE ne 4} a bachelor's degree]

[{If Y_NPLEVL = 1 and TDEGREE in (3 4)} a graduate degree or certificate]

[{If Y_NPLEVL = 1 and (B14ACURENR = 0 and B14ACMPDGN = 1)} graduate level courses not part of a degree or certificate]

[{If B14ACURENR = 0 and B14ACMPDGN = 1} undergraduate level courses not part of a degree or certificate started after you completed your [program at NPSAS started 2011-12] [{if B14ADGNMY ne -9} in [B14ADGNMY] {else if [year of B14ADGNMY] ne -9} in [year of B14ADGNMY]]

[else]

[{If B14ANPOTHSM = 0} Thanks.] Other than for the [program at NPSAS started 2011-12] [{if TDEGREE = 2 and [major 1 for program at NPSAS started 2011-12] ne -9 and [major 2 for program at NPSAS started 2011-12] ne -9} in [major 1 for program at NPSAS started 2011-12] and [major 2 for program at NPSAS started 2011-12] {else if TDEGREE = 2 and [major 1 for program at NPSAS started 2011-12] ne -9} in [major 1 for program at NPSAS started 2011-12]] you began in the 2011-2012 academic year, [{if [began interview before July 1, 2014]} have you attended {else} did you attend] [NPSAS] at any time [{if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for (any of the following):

[{If B14ANPOTHSM ne 0 and TDEGREE = 2} a different certificate or diploma, including those leading to a license (example: cosmetology or welding) {else if TDEGREE in (1 3)} an undergraduate certificate or diploma (usually less than 2 years), including those leading to a license (example: cosmetology or welding) {else if TDEGREE = 4} an undergraduate certificate or diploma including those leading to a license (example: cosmetology or welding), not earned as part of your bachelor's degree)]

[{If Y_NPLEVL in (1 2) and TDEGREE ne 3} an associate's degree]

[{If Y_NPLEVL = 1 and TDEGREE ne 4} a bachelor's degree]

[{If Y_NPLEVL = 1 and TDEGREE in (3 4)} a graduate degree or certificate]

[{If Y_NPLEVL = 1 and (B14ACURENR = 0 and B14ACMPDGN = 1)} graduate level courses not part of a degree or certificate]

[{If B14ACURENR = 0 and B14ACMPDGN = 1} undergraduate level courses not part of a degree or certificate started after you completed your [program at NPSAS started 2011-12] [{if B14ADGNMY ne -9} in [B14ADGNMY] {else if [year of B14ADGNMY] ne -9} in [year of B14ADGNMY]]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not attend NPSAS for another program

1 = Yes, attended NPSAS for another program

Applies to: Respondents who did not indicate additional enrollment at NPSAS for the same degree/certificate type. Where: B14ANPOTHSM ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPDEG01*

NPSAS other attendance 1: enrollment type

What is the type of degree or certificate for this other enrollment at [NPSAS]? (If you have more than one other enrollment at [NPSAS] or if you are in a joint degree program, tell [{if COMPMODE = 1} me {else} us] about only one of these now. You will have an opportunity later to tell us about all enrollment at [NPSAS]. [{If COMPMODE = 1} I'll ask about your major or field of study later in the survey.]

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ANPOTHENR = 1 and TDEGREE = 2 and Y_NPLEVL not in (1 2) and B14ANPOTHSM = 0 then B14ANPDEG01 = 1; else if B14ANPOTHENR = 1 and TDEGREE in (1 2) and Y_NPLEVL not in (1 2) then B14ANPDEG01 = 2; else if TDEGREE = 3 and Y_NPLEVL = 2 and B14ACMPDGN ne 1 then B14ANPDEG01 = 2; else if B14ANPOTHSM = 1 then B14ANPDEG01 = TDEGREE.

1 = Undergraduate level classes

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = Bachelor's degree

5 = Graduate level classes

6 = Post-baccalaureate certificate

7 = Master's degree

8 = Post-master's certificate

9 = Doctoral degree – research/scholarship

10 = Doctoral degree – professional practice

11 = Doctoral degree – other

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had additional NPSAS attendance. Where: B14ANPOTHSM = 1 or B14ANPOTHENR = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPCUR01*

NPSAS other attendance 1: currently attending

Are you currently attending [NPSAS] for your [NPSAS other attendance 1 program]? (Answer “Yes” if you are on a spring or fall break in the middle of the term or semester. Answer “No” if you completed your [NPSAS other attendance 1 program] or are on a break between semesters, terms, or quarters, such as on summer break, and not currently attending classes.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not currently attending

1 = Yes, currently attending

Applies to: Respondents who had additional NPSAS attendance. Where: B14ANPOTHSM = 1 or B14ANPOTHENR = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPCMPD01*

NPSAS other attendance 1: completed degree/certificate requirements

[If [began interview on or after July 1, 2014]]

Did you complete all the requirements for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] before July 2014? Answer “No” if you transferred schools and completed your [NPSAS other attendance 1 program] at a different school. [{If COMPMODE = 1} I’ll {else} We will] ask you about your enrollment at any other schools later.]

[else]

Have you completed all the requirements for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? Answer “No” if you transferred schools and completed your [NPSAS other attendance 1 program] at a different school. [{If COMPMODE = 1} I’ll {else} We will] ask you about your enrollment at any other schools later.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ANPCUR01 = 1 and [other NPSAS attendance 1 enrollment level was undergraduate in a degree program] then B14ANPCMPD01 = 0.

0 = Did not complete requirements for degree/certificate

1 = Yes, completed requirements for degree/certificate

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had additional NPSAS attendance in a degree program. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was in a degree program].

Source: BPS:12/14 Full-Scale Student Interview

B14ANPDGMY01

NPSAS other attendance 1: date awarded degree/certificate

In what month and year were you awarded [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] from [NPSAS]? NOTES: B14ANPDGMY01 is presented in

YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had additional NPSAS

attendance in a degree program, completed their degree program, did not indicate that they did not complete their degree program, and did not participate in the abbreviated interview. Where:

(B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and B14ANPCMPD01 = 1 and B14ANPDGNO01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPDGNO01

NPSAS other attendance 1: degree/certificate not yet awarded

In what month and year were you awarded [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] from [NPSAS]? Have not yet been awarded [NPSAS other attendance 1 program]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Provided date awarded degree/certificate

1 = Not yet awarded degree/certificate

Applies to: Respondents who had additional NPSAS

attendance in a degree program, completed their degree program, and did not participate in the abbreviated interview. Where:

(B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and B14ANPCMPD01 = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPEMX01

NPSAS other attendance 1: monthly attendance July 2011-June 2014

[If B14ANPCUR01 = 0 and B14ANPCMPD01 = 1 and B14ANPDGMY01 ne -9]

Between July 2011 and when you completed [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] in

[B14ANPDGMY01], in which months did you attend [NPSAS] for [{if B14ANPOTHSM = 1} this additional

{else} your] [NPSAS other attendance 1 program] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, including any months spent studying abroad]? (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.) [If COMPMODE = 0] Click on the months of attendance below.]

[else if B14ANPCUR01 = 1]
Between July 2011 and June 2014, in which months have you attended, or do you expect to attend [NPSAS] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, or a study abroad school,] for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, including any months spent studying abroad]? (Please do your best to predict your attendance through June 30, 2014. Do not include any months during which you are not taking classes, such as summer break. If you have attended or will attend for only a portion of any month, please include that month.) [If COMPMODE = 0] Click on the months of attendance below.]

[else]
Between July 2011 and June 2014, in which months did you attend [NPSAS] for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, including any months spent studying abroad]? [If [began interview before July 1, 2014]] If you plan to attend [NPSAS] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, or a study abroad school,] for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] before June 30, 2014, please indicate the months you plan to attend.] (Do not include any months during which you were [{if [began interview before July 1, 2014]] or will not be {else} not] taking classes, such as summer break. If you attended [{if [began interview before July 1, 2014]] or will attend] for only a portion of any month, please include that month.) [If COMPMODE = 0] Click on the months of attendance below.]

NOTES: This variable is a 36-character string that indicates the months the respondent was enrolled for NPSAS other attendance 1 program between the months of July 2011 through June 2014 and their monthly enrollment status. Each month is represented by one digit in the string, with July 2011 as the first digit and June 2014 as the final digit. “1” indicates the respondent was enrolled mainly full time during that month. “2” indicates the respondent was enrolled mainly part time during that month. “3” indicates the respondent was enrolled an equal mix of full-time and part-time during that month. “4” indicates a respondent was enrolled for that month, but did not indicate their enrollment status. “0” indicates the

respondent was not enrolled for that month. “9” indicates the respondent did not provide months of enrollment. “7” indicates that the respondent participated in the abbreviated interview and therefore has no data for that month. For example, a respondent enrolled full time from August 2011 through May 2012, part time August 2012 through May 2013, and full time August 2013 through May 2014 would have an enrollment string of

0111111111100222222222001111111110.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had additional NPSAS

attendance and did not participate in the abbreviated interview.

Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPEYX01*

NPSAS other attendance 1: annual attendance July 2011-June 2014

Between July 2011 and June 2014, in which academic years did you attend [NPSAS] for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] [{if B14ASTDABR = 1 and B14ANPDEG01 in (3 4)}, including any time spent studying abroad]? (If you attended for only a portion of any academic year, please include that year.)

NOTES: This variable is a 3-character string that indicates the academic years the respondent was enrolled for NPSAS other attendance 1 program between July 2011 through June 2014 and their annual enrollment status. The first digit represents the academic year of July 2011 through June 2012. The second digit represents the academic year of July 2012 through June 2013. The third digit represents the academic year of July 2013 through June 2014. “1” indicates the respondent was enrolled mainly full time during that academic year. “2” indicates the respondent was enrolled mainly part time during that academic year. “3” indicates the respondent was enrolled an equal mix of full time and part time during that academic year. “4” indicates the respondent was enrolled for that academic year, but did not indicate their enrollment status. “0” indicates the respondent was not enrolled for that academic year. “9” indicates the respondent did not provide years of enrollment. Respondents who did not participate in the abbreviated interview have a value of “555”. For example, a respondent who participated in the abbreviated interview and was enrolled full time for the academic year of July 2011 through June 2012, part time in the academic year of July 2012 through June 2013, and not enrolled in the academic year of July 2013 through June

*Item included in the BPS:12/14 Abbreviated Interview.

2014 would have an enrollment string of 120.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had additional NPSAS attendance and participated in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and ABBREV = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPCLDG01

NPSAS other attendance 1: took only classes to transfer credit
[If B14ANPCUR01 = 1} Are {else} were] you taking these [NPSAS other attendance 1 program] at [NPSAS] primarily to fulfill a degree requirement or transfer course credit to a degree or certificate program?
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not take only classes to transfer credits

1 = Yes, took only classes to transfer credits

Applies to: Respondents who had additional NPSAS attendance, were not in a degree program, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was not in a degree program] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPCRSN01

NPSAS other attendance 1: reason for taking only classes
Which of these reasons best describes why you [if B14ANPCUR01 = 1} are {else} were] enrolled in [NPSAS other attendance 1 program] at [NPSAS]?
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = To prepare to earn a degree later

2 = To prepare for a professional certificate or industry license

3 = To gain job or occupational skills

4 = For recreation, self-improvement, or personal interest

Applies to: Respondents who had additional NPSAS attendance, were not in a degree program, were not taking classes solely for transfer, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was not in a degree program] and B14ANPCLDG01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPDBLM01

NPSAS other attendance 1: declared major

[If B14ANPCUR01 = 0 and B14ANPCMPD01 = 1]

Did you declare a single or double major [if B14ANPDEG01 in (2 3)} or field of study] for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [else if B14ANPCUR01 = 1]

Have you declared a major [if B14ANPDEG01 in (2 3)} or field of study] for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [else]

Did you declare a major [if B14ANPDEG01 in (2 3)} or field of study] at [NPSAS] [if [began interview on or after July 1, 2014]} before July 2014] for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program]?
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14ANPDBLM01 = 2 and B14ANP2MAJ01 in (UNDECLARED UNDECIDED UNKNOWN NONE NA N/A UNEMPLOYED NOT SURE UNSURE) then B14ANPDBLM01 = 1.

1 = Yes, declared a single major or field of study

2 = Yes, declared a double major or field of study

3 = Did not declare a major

Applies to: Respondents who had additional NPSAS attendance, were enrolled in an undergraduate degree program, NPSAS was a 2- or 4-year school, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate in a degree program] and Y_NPLEVL in (1 2) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPDEC01

NPSAS other attendance 1: decided major

Even though you have not formally declared your major, have you decided what your major will be for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? (Answer "Yes" if you have left [NPSAS] and do not plan to attend again to earn [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] there but you had decided what your major would be prior to leaving.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not decide on a major

1 = Yes, decided on a major

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had additional NPSAS attendance, were enrolled in an undergraduate degree program, NPSAS was a 2- or 4-year school, did not indicate having a single or double major, attended other NPSAS attendance 1 in 2012-13 or 2013-14, did not complete their degree program, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate in a degree program] and Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) [attended other NPSAS attendance 1 in 2012-13 or 2013-14] and B14ANPCMPD01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANP1MAJ01

NPSAS other attendance 1: major 1: string

[If B14ANPCUR01 = 1 and B14ANPDBLM01 = 2]
What is your major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]
[else if B14ANPCUR01 = 1]
What is your [if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} intended] major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} (If you intend to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.)] [If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]
[else if B14ANPCUR01 = 0 and B14ANPDBLM01 = 2]

What was your major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]
[else]

What was your [if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} intended] major or field of study for [if B14ANPOTHSM = 1} this additional {else}

your] [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? [If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} (If you intended to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.)] [If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other NPSAS attendance 1 enrollment level was undergraduate not in a degree program] then B14ANP1MAJ01 = NOT IN A DEGREE PROGRAM; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and [did not attend other NPSAS attendance 1 in 2012-13] and [did not attend other NPSAS attendance 1 in 2013-14] then B14ANP1MAJ01 = UNDECLARED; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and B14ANPDEC01 ne 1 then B14ANP1MAJ01 = UNDECLARED; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ANP1GEN01

NPSAS other attendance 1: major 1: general code

[If B14ANPCUR01 = 1 and B14ANPDBLM01 = 2]
What is your major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]
[else if B14ANPCUR01 = 1]
What is your [if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} intended] major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} (If you intend to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to

*Item included in the BPS:12/14 Abbreviated Interview.

have after college.)) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ANPCUR01 = 0 and B14ANPDBLM01 = 2]

What was your major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What was your [if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} intended] major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? [If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} (If you intended to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.)) [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other NPSAS attendance 1 enrollment level was undergraduate not in a degree program] then B14ANP1GEN01 = 98; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and [did not attend other NPSAS attendance 1 in 2012-13] and [did not attend other NPSAS attendance 1 in 2013-14] then B14ANP1GEN01 = 99; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and B14ANPDEC01 ne 1 then B14ANP1GEN01 = 99; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services

- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sciences/general studies/humanities
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 54 = History
- 60 = Residency programs
- 98 = Not in a degree program
- 99 = Undeclared

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14ANP1SPE01

NPSAS other attendance 1: major 1: specific code

[If B14ANPCUR01 = 1 and B14ANPDBLM01 = 2]

What is your major or field of study for [if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ANPCUR01 = 1]

*Item included in the BPS:12/14 Abbreviated Interview.

What is your [{if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} intended] major or field of study for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [{If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} (If you intend to double-major, tell [{if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.)] [{If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14ANPCUR01 = 0 and B14ANPDBLM01 = 2]

What was your major or field of study for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [{if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [{If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]
What was your [{if B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} intended] major or field of study for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [{if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? [{If B14ANPDBLM01 = 3 and B14ANPDEC01 = 1} (If you intended to double-major, tell [{if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.)] [{If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other NPSAS attendance 1 enrollment level was undergraduate not in a degree program] then B14ANP1SPE01 = 98.9998; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and [did not attend other NPSAS attendance 1 in 2012-13] and [did not attend other NPSAS attendance 1 in 2013-14] then B14ANP1SPE01 = 99.9999; else if Y_NPLEVL in (1 2) and B14ANPDBLM01 not in (1 2) and B14ANPDEC01 ne 1 then B14ANP1SPE01 = 99.9999; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

01.0000 = Agriculture, general
01.0101 = Agricultural business and management, general
01.0102 = Agribusiness/agricultural business operations
01.0601 = Applied horticulture/horticulture operations, general
01.0901 = Animal sciences, general
01.1102 = Agronomy and crop science
01.9999 = Agriculture and related sciences, other
03.0104 = Environmental science
03.0208 = Natural resources law enforcement/protect services
03.0502 = Forest sciences and biology
03.0506 = Forest management/forest resources management
03.0511 = Forestry technology/technician
03.0601 = Wildlife, fish/wildlands science/management
04.0201 = Architecture
04.0902 = Architectural and building sciences/technology
04.9999 = Architecture and related services, other
05.0104 = East Asian studies
05.0207 = Women’s studies
05.0211 = Deaf studies
09.0100 = Communication, general
09.0102 = Mass communication/media studies
09.0199 = Communication/media studies, other
09.0401 = Journalism
09.0701 = Radio and television
09.0702 = Digital communication/media/multimedia
09.0900 = Public relations/advertising
09.0902 = Public relations/image management
09.0903 = Advertising
09.0905 = Health communication
09.0999 = Public relations/advertising, other
09.9999 = Communication/journalism/related, other
10.0201 = Photographic and film/video technology/technician/assistant
10.0202 = Radio and television broadcasting technology/technician
10.0203 = Recording arts technology/technician
10.0299 = Audiovisual communications technologies/technicians, other
10.0301 = Graphic communications, general
10.0304 = Animation/interactive technology/video graphic
10.0305 = Graphic/printing equipment operator, general production
10.0308 = Computer typography/composition equipment operator
10.9999 = Communications technologies/technicians/support services, other

*Item included in the BPS:12/14 Abbreviated Interview.

11.0101 = Computer and information sciences, general	13.1017 = Education/teaching elementary special education
11.0103 = Information technology	13.1018 = Education/teaching middle school special education
11.0104 = Informatics	13.1202 = Elementary education and teaching
11.0201 = Computer programming/programmer, general	13.1205 = Secondary education and teaching
11.0202 = Computer programming, specific apps	13.1206 = Teacher education, multiple levels
11.0299 = Computer programming, other	13.1210 = Early childhood education/teaching
11.0501 = Computer systems analyst/analysis	13.1302 = Art teacher education
11.0601 = Data entry/microcomputer app, general	13.1305 = English/language arts teacher education
11.0701 = Computer science	13.1310 = Sales/marketing operations/teacher education
11.0801 = Web page, digital/multimedia/design	13.1311 = Mathematics teacher education
11.0803 = Computer graphics	13.1312 = Music teacher education
11.0899 = Computer software/media apps, other	13.1314 = Physical education teaching and coaching
11.0901 = Computer systems networking/telecommunications	13.1316 = Science teacher education
11.1001 = Network and system administration	13.1328 = History teacher education
11.1002 = System, networking, LAN/WAN management	13.1330 = Spanish language teacher education
11.1003 = Computer/information systems security/assurance	13.1499 = Teach English/French as foreign language, other
11.1004 = Web/multimedia management/webmaster	13.9999 = Education, other
11.1005 = Information technology project management	14.0101 = Engineering, general
11.1099 = Computer/information technology services administration/management	14.0102 = Pre-engineering
11.9999 = Computer/information sciences/support services, other	14.0201 = Aerospace/aeronautical/space engineering
12.0301 = Funeral service/mortuary science, general	14.0701 = Chemical engineering
12.0401 = Cosmetology/cosmetologist, general	14.0801 = Civil engineering, general
12.0408 = Facial treatment specialist/facialist	14.0901 = Computer engineering, general
12.0409 = Aesthetician and skin care specialist	14.0903 = Computer software engineering
12.0413 = Cosmetology, styling, nail instructor	14.1001 = Electric/electronics/communications engineering
12.0414 = Master aesthetician/esthetician	14.1099 = Electric/electronics/communications engineering, other
12.0499 = Cosmetology/related grooming, other	14.1101 = Engineering mechanics
12.0500 = Cooking/related culinary arts, general	14.1901 = Mechanical engineering
12.0501 = Baking and pastry arts/baker/pastry chef	14.3201 = Polymer/plastics engineering
12.0503 = Culinary arts/chef training	14.3501 = Industrial engineering
12.0504 = Restaurant, culinary, and catering management	14.3601 = Manufacturing engineering
12.0507 = Food service, waiter/waitress, dining room management/manager	14.4101 = Electromechanical engineering
12.0509 = Culinary science/culinology	15.0303 = Electrical/electronic/communications engineering technology/technician
12.0599 = Culinary arts/related services, other	15.0399 = Electrical/electronic engineering technologies/technicians, other
13.0101 = Education, general	15.0403 = Electromechanical technology/engineering technology
13.0201 = Bilingual and multilingual education	15.0501 = Heating, ventilation, air conditioning, refrigeration engineering technology/technician
13.0501 = Educational/instructional technology	15.0506 = Water quality and wastewater treatment
13.1001 = Special education and teaching, general	15.0607 = Plastics and polymer engineering technology/technician
13.1008 = Education/teaching individuals with physical impairments	15.0612 = Industrial technology/technician
13.1014 = Education/teaching individuals developmentally delayed	15.0613 = Manufacturing engineering technology/technician
13.1015 = Education/teaching early childhood special education	15.0614 = Welding engineering technology/technician

*Item included in the BPS:12/14 Abbreviated Interview.

- 15.0699 = Industrial production technologies/technicians, other
 15.0803 = Automotive engineering technology/technician
 15.1201 = Computer engineering technology/technician
 15.1202 = Computer technology/computer system technology
 15.1204 = Computer software technology/technician
 15.1299 = Computer engineering technologies/technicians, other
 15.1301 = Drafting/design technology/technician, general
 15.1302 = CAD/CADD drafting/design technology/technician
 15.1303 = Architectural drafting/architectural CAD/CADD
 15.1304 = Civil drafting/engineering CAD/CADD
 15.1305 = Electric/electronics drafting/CAD/CADD
 15.1306 = Mechanical drafting/mechanical drafting CAD/CADD
 15.1399 = Draft/design engineer technologies/technicians
 15.9999 = Engineering technologies/technicians, other
 16.0301 = Chinese language and literature
 16.0302 = Japanese language and literature
 16.0905 = Spanish language and literature
 16.1200 = Classics languages/literatures/linguistics, general
 16.1601 = American Sign Language (ASL)
 16.1603 = Sign language interpretation/translation
 19.0299 = Family/consumer sciences/human sciences business services, other
 19.0501 = Food, nutrition, wellness, general
 19.0599 = Food, nutrition, related services, other
 19.0706 = Child development
 19.0707 = Family and community services
 19.0799 = Human development/family studies/related, other
 19.0905 = Apparel and textile marketing management
 19.0999 = Apparel and textiles, other
 22.0000 = Legal studies, general
 22.0001 = Pre-law studies
 22.0101 = Law
 22.0205 = Banking/corporate/finance/securities law
 22.0210 = International business/trade/tax law
 22.0301 = Legal administrative assistant/secretary
 22.0302 = Legal assistant/paralegal
 22.0303 = Court reporting/court reporter
 22.9999 = Legal professions and studies, other
 23.0101 = English language and literature, general
 23.1301 = Writing, general
 23.1302 = Creative writing
 24.0101 = Liberal arts/sciences/liberal studies
 24.0102 = General studies
 24.0103 = Humanities/humanistic studies
 24.0199 = Liberal arts/sciences, general studies, other
 26.0101 = Biology/biological sciences, general
 26.0102 = Biomedical sciences, general
 26.0202 = Biochemistry
 26.0204 = Molecular biology
 26.0301 = Botany/plant biology
 26.0407 = Cell biology and anatomy
 26.0503 = Medical microbiology and bacteriology
 26.0701 = Zoology/animal biology
 26.0901 = Physiology, general
 26.0908 = Exercise physiology
 26.0999 = Physiology/pathology/related sciences, other
 26.1001 = Pharmacology
 26.1099 = Pharmacology and toxicology, other
 26.1104 = Computational biology
 26.1302 = Marine biology/biological oceanography
 26.1501 = Neuroscience
 26.1599 = Neurobiology and neurosciences, other
 26.9999 = Biological/biomedical sciences, other
 27.0101 = Mathematics, general
 27.0199 = Mathematics, other
 27.0301 = Applied mathematics, general
 27.9999 = Mathematics and statistics, other
 30.0000 = Multi/interdisciplinary studies, general
 30.1101 = Gerontology
 30.1501 = Science, technology and society
 30.1601 = Accounting and computer science
 30.1701 = Behavioral sciences
 30.1801 = Natural sciences
 30.1901 = Nutrition sciences
 30.2001 = International/global studies
 30.2301 = Multi/intercultural/diversity studies
 30.2701 = Human biology
 30.3301 = Sustainability studies
 31.0302 = Golf course operation and grounds management
 31.0504 = Sport and fitness administration/management
 31.0505 = Kinesiology and exercise science
 31.0508 = Sports studies
 38.0101 = Philosophy
 38.0203 = Christian studies
 38.0206 = Jewish/Judaic studies
 39.0702 = Youth ministry
 39.9999 = Theology and religious vocations, other
 40.0101 = Physical sciences
 40.0501 = Chemistry, general
 40.0607 = Oceanography, chemical and physical

*Item included in the BPS:12/14 Abbreviated Interview.

40.0699 = Geological/earth sciences/geosciences, other	45.0902 = National security policy studies
40.0801 = Physics, general	45.1001 = Political science/government, general
40.9999 = Physical sciences, other	45.1099 = Political science and government, other
41.0000 = Science technologies/technicians general	45.1101 = Sociology
41.0101 = Biology technician/biotechnology laboratory technician	45.9999 = Social sciences, other
41.9999 = Science technologies/technicians, other	46.0000 = Construction trades, general
42.0101 = Psychology, general	46.0201 = Carpentry/carpenter
42.2703 = Developmental and child psychology	46.0301 = Electric/power transmission installation/installer, general
42.2705 = Personality psychology	46.0302 = Electrician
42.2706 = Physiological psychology/psychobiology	46.9999 = Construction trades, other
42.2707 = Social psychology	47.0000 = Mechanics and repairers, general
42.2801 = Clinical psychology	47.0101 = Electric/electronic installation/repair general
42.2803 = Counseling psychology	47.0104 = Computer installation and repair technology/technician
42.2807 = Clinical child psychology	47.0199 = Electric/electronics maintenance/repair, other
42.2810 = Health/medical psychology	47.0201 = Heating, air conditioning, ventilation, refrigeration maintenance
42.2811 = Family psychology	47.0302 = Heavy equipment maintenance technology/technician
42.2812 = Forensic psychology	47.0303 = Industrial mechanics/maintenance technology
42.2813 = Applied psychology	47.0399 = Heavy/industrial equipment maintenance technologies, other
42.2814 = Applied behavior analysis	47.0404 = Musical instrument fabrication/repair
42.2899 = Clinical/counseling/applied psychology, other	47.0600 = Vehicle maintenance/repair technologies, general
42.9999 = Psychology, other	47.0603 = Autobody/collision and repair technology/technician
43.0103 = Criminal justice/law enforcement administration	47.0604 = Automotive mechanics technology/technician
43.0104 = Criminal justice/safety studies	47.0605 = Diesel mechanics technology/technician
43.0106 = Forensic science and technology	47.0607 = Airframe mechanics/aircraft maintenance technology/technician
43.0107 = Criminal justice/police science	47.0608 = Aircraft powerplant technology/technician
43.0111 = Criminalistics and criminal science	47.0609 = Avionics maintenance technology/technician
43.0114 = Law enforcement investigation/interviewing	47.0611 = Motorcycle maintenance and repair technology/technician
43.0116 = Cyber/computer forensics/counterterrorism	47.0612 = Vehicle emissions inspection/maintenance technology/technician
43.0199 = Corrections and criminal justice, other	47.0613 = Medium/heavy vehicle and truck technology/technician
43.0201 = Fire prevention and safety technology/technician	47.0616 = Marine maintenance/fitter and ship repair technology/technician
43.0203 = Fire science/firefighting	48.0501 = Machine tool technology/machinist
43.0204 = Fire technology	48.0508 = Welding technology/welder
43.0206 = Wildland/forest firefighting/investigation	48.0510 = Computer numerically controlled (CNC) machinist technology
43.0301 = Homeland security	49.0101 = Aeronautics/aviation/aerospace science/technology, general
43.0399 = Homeland security, other	49.0106 = Airline flight attendant
44.0000 = Human services, general	
44.0501 = Public policy analysis	
44.0599 = Public policy analysis, other	
44.0701 = Social work	
44.0702 = Youth services/administration	
44.0799 = Social work, other	
45.0101 = Social science, general	
45.0201 = Anthropology	
45.0401 = Criminology	
45.0601 = Economics, general	
45.0702 = Geographic information science and cartography	

*Item included in the BPS:12/14 Abbreviated Interview.

49.0205 = Truck/bus commercial vehicle operator	51.0707 = Health information/medical records technology/technician
50.0101 = Visual and performing arts, general	51.0710 = Medical office assistant/specialist
50.0102 = Digital arts	51.0711 = Medical/health management and clinical assistant/specialist
50.0401 = Design/visual communications, general	51.0712 = Medical reception/receptionist
50.0402 = Commercial and advertising art	51.0713 = Medical insurance coding specialist/coder
50.0404 = Industrial and product design	51.0714 = Medical insurance specialist/medical biller
50.0407 = Fashion/apparel design	51.0716 = Medical administrative/executive assistant/secretary
50.0408 = Interior design	51.0799 = Health and medical administrative services, other
50.0409 = Graphic design	51.0801 = Medical/clinical assistant
50.0410 = Illustration	51.0802 = Clinical/medical laboratory assistant
50.0411 = Game and interactive media design	51.0805 = Pharmacy technician/assistant
50.0499 = Design and applied arts, other	51.0806 = Physical therapy technician/assistant
50.0501 = Drama/dramatics/theatre arts, general	51.0808 = Veterinary/animal health technology/technician/assistant
50.0502 = Technical theatre/design/technology	51.0810 = Emergency care attendant (EMT ambulance)
50.0506 = Acting	51.0899 = Allied health/medical assisting services, other
50.0599 = Dramatic/theatre arts/stage-craft, other	51.0902 = Electrocardiograph technology/technician
50.0601 = Film/cinema/video studies	51.0904 = Emergency medical technology/technician (EMT paramedic)
50.0602 = Cinematography and film/video production	51.0908 = Respiratory care therapy/therapist
50.0605 = Photography	51.0909 = Surgical technology/technologist
50.0699 = Film/video and photographic arts, other	51.0910 = Diagnostic sonography/ultrasound technician
50.0701 = Art/art studies, general	51.0911 = Radiologic technology/science/radiographer
50.0702 = Fine/studio arts, general	51.0913 = Athletic training/trainer
50.0705 = Drawing	51.1004 = Clinical/medical laboratory technician
50.0706 = Intermedia/multimedia	51.1005 = Clinical laboratory science/medical technology/technologist
50.0711 = Ceramic arts and ceramics	51.1006 = Ophthalmic laboratory technology/technician
50.0713 = Metal and jewelry arts	51.1009 = Phlebotomy technician/phlebotomist
50.0799 = Fine arts and art studies, other	51.1012 = Sterile processing technology/technician
50.0901 = Music, general	51.1102 = Pre-medicine/pre-medical studies
50.0903 = Music performance, general	51.1104 = Pre-veterinary studies
50.0913 = Music technology	51.1105 = Pre-nursing studies
50.1001 = Arts, entertainment, media management, general	51.1109 = Pre-physical therapy studies
50.1003 = Music management	51.1201 = Medicine
50.1004 = Theatre/theatre arts management	51.1401 = Medical scientist
50.1099 = Arts, entertainment, media management, other	51.1501 = Substance abuse/addiction counseling
51.0000 = Health services/allied health, general	51.1503 = Clinical/medical social work
51.0001 = Health and wellness, general	51.1504 = Community health services/counseling
51.0203 = Speech-language pathology/pathologist	51.2001 = Pharmacy
51.0204 = Audiologist/speech-language pathologist	51.2004 = Medicinal and pharmaceutical chemistry
51.0299 = Communication disorders sciences/services, other	51.2010 = Pharmaceutical sciences
51.0401 = Dentistry	51.2201 = Public health, general
51.0601 = Dental assisting/assistant	51.2210 = International health/public health
51.0602 = Dental hygiene/hygienist	
51.0701 = Health/health care administration/management	
51.0702 = Hospital/health care facilities administration/management	
51.0705 = Medical office management/administration	
51.0706 = Health information/medical records administration/administrator	

*Item included in the BPS:12/14 Abbreviated Interview.

51.2211 = Health services administration	52.0304 = Accounting and finance
51.2306 = Occupational therapy/therapist	52.0305 = Accounting and business/management
51.2308 = Physical therapy/therapist	52.0401 = Administrative assistant/secretarial science, general
51.2309 = Therapeutic recreation/recreational therapy	52.0407 = Business/office automation/data entry
51.2310 = Vocational rehabilitation counseling	52.0408 = General office occupations/clerical services
51.2311 = Kinesiotherapy/kinesiotherapist	52.0501 = Business/corporate communications
51.2401 = Veterinary medicine (DVM)	52.0601 = Business/managerial economics
51.2504 = Veterinary microbiology/immunobiology	52.0701 = Entrepreneurship/entrepreneurial studies
51.2601 = Health aide	52.0703 = Small business administration/management
51.3101 = Dietetics/dietitian	52.0799 = Entrepreneurial and small business operations, other
51.3102 = Clinical nutrition/nutritionist	52.0801 = Finance, general
51.3103 = Dietetic technician	52.0899 = Finance/financial management services, other
51.3300 = Alternative medicine/medical systems, general	52.0901 = Hospitality administration/management, general
51.3306 = Holistic health	52.0903 = Tourism and travel services management
51.3501 = Massage therapy/therapeutic massage	52.0904 = Hotel/motel administration/management
51.3801 = Nursing/registered nurse	52.0905 = Restaurant/food services management
51.3803 = Adult health nurse/nursing	52.0909 = Hotel, motel, and restaurant management
51.3805 = Family practice nurse	52.0999 = Hospitality administration/management, other
51.3806 = Maternal/child health and neonatal nurse	52.1001 = Human resources management/personnel administration, general
51.3807 = Nurse midwife/nursing midwifery	52.1005 = Human resources development
51.3808 = Nursing science	52.1099 = Human resources management and services, other
51.3809 = Pediatric nurse/nursing	52.1101 = International business/trade/commerce
51.3812 = Perioperative/operating room/surgical nurse	52.1299 = Management information systems/services, other
51.3813 = Clinical nurse specialist	52.1304 = Actuarial science
51.3814 = Critical care nursing	52.1401 = Marketing/marketing management, general
51.3816 = Emergency room/trauma nursing	52.1501 = Real estate
51.3818 = Nursing practice	52.1801 = Sales/distribution/marketing operations, general
51.3899 = Registered nursing administration/research/clinical	52.1899 = General merchandising, sales/marketing operations other
51.3901 = Licensed practical/vocational nurse training	52.1902 = Fashion merchandising
51.3902 = Nurse/nursing aide/patient care assistant	52.1908 = Business/financial services marketing operations
51.3999 = Practical/vocational nursing/assistants, other	52.2001 = Construction management
51.9999 = Health professions/related science other	52.9999 = Business, management, marketing, other
52.0101 = Business/commerce, general	54.0101 = History, general
52.0201 = Business administration and management, general	54.0102 = American history, United States
52.0203 = Logistics materials/supply chain management	54.0108 = Military history
52.0204 = Office management and supervision	60.0411 = Diagnostic radiology
52.0206 = Non-profit/public/organizational management	60.0418 = Nuclear medicine
52.0207 = Customer service management	
52.0209 = Transportation/mobility management	
52.0211 = Project management	
52.0212 = Retail management	
52.0213 = Organizational leadership	
52.0299 = Business/managerial operations, other	
52.0301 = Accounting	

*Item included in the BPS:12/14 Abbreviated Interview.

60.0562 = Pediatric radiology
 60.0577 = Sports medicine
 60.0583 = Vascular and interventional radiology
 98.9998 = Not in a degree program
 99.9999 = Undeclared

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14ANP1M01RC

NPSAS other attendance 1:

B14ANP1GEN01/B14ANP1SPE01 recode flag
 NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code:
 B14ANP1GEN01, B14ANP1SPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded
 1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ANP2MAJ01

NPSAS other attendance 1: major 2: string

If B14ANPCUR01 = 1]

What is your other major or field of study for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [else]

What was your other major or field of study for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [{if [began interview on or after July 1, 2014]} when you last attended there before July 2014]?]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes, indicated having a double major, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and B14ANPDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ANP2GEN01

NPSAS other attendance 1: major 2: general code

[If B14ANPCUR01 = 1]

What is your other major or field of study for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [else]

What was your other major or field of study for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [{if [began interview on or after July 1, 2014]} when you last attended there before July 2014]?]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

9 = Communication, journalism, related
 10 = Communication technology and support
 11 = Computer/information science/support
 12 = Personal and culinary services
 13 = Education
 15 = Engineering technologies/technicians
 19 = Family/consumer sciences/human sciences
 23 = English language and literature/letters
 26 = Biological and biomedical sciences
 27 = Mathematics and statistics
 31 = Parks/recreation/leisure/fitness studies
 38 = Philosophy and religious studies
 39 = Theology and religious vocations
 40 = Physical sciences
 43 = Security and protective services
 47 = Mechanic/repair technologies/technicians
 50 = Visual and performing arts
 51 = Health/related clinical sciences
 52 = Business/management/marketing/related

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes, indicated having a double major, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and B14ANPDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14ANP2SPE01

NPSAS other attendance 1: major 2: specific code

[If B14ANPCUR01 = 1]

What is your other major or field of study for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? [else]

What was your other major or field of study for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS] [{if [began interview on or after July 1, 2014]} when you last attended there before July 2014]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 09.0102 = Mass communication/media studies
- 09.9999 = Communication/journalism/related, other
- 10.0299 = Audiovisual communications technologies/technicians, other
- 11.0202 = Computer programming, specific apps
- 11.0901 = Computer systems networking/telecommunications
- 11.1002 = System, networking, LAN/WAN management
- 12.0501 = Baking and pastry arts/baker/pastry chef
- 12.0503 = Culinary arts/chef training
- 12.0504 = Restaurant, culinary, and catering management
- 13.1019 = Education/teaching secondary special education
- 13.1210 = Early childhood education/teaching
- 15.0613 = Manufacturing engineering technology/technician
- 19.0501 = Food, nutrition, wellness, general
- 19.0706 = Child development
- 23.0101 = English language and literature, general
- 26.0101 = Biology/biological sciences, general

- 27.0101 = Mathematics, general
- 31.0505 = Kinesiology and exercise science
- 38.0101 = Philosophy
- 39.0702 = Youth ministry
- 39.9999 = Theology and religious vocations, other
- 40.0501 = Chemistry, general
- 43.0103 = Criminal justice/law enforcement administration
- 43.0203 = Fire science/firefighting
- 47.0605 = Diesel mechanics technology/technician
- 47.0607 = Airframe mechanics/aircraft maintenance technology/technician
- 47.0608 = Aircraft powerplant technology/technician
- 50.0701 = Art/art studies, general
- 50.1002 = Fine and studio arts management
- 51.0601 = Dental assisting/assistant
- 51.0801 = Medical/clinical assistant
- 51.1009 = Phlebotomy technician/phlebotomist
- 51.1011 = Renal/dialysis technologist/technician
- 51.1102 = Pre-medicine/pre-medical studies
- 51.1503 = Clinical/medical social work
- 51.3803 = Adult health nurse/nursing
- 51.3817 = Nursing education
- 52.0201 = Business administration and management, general
- 52.0301 = Accounting
- 52.0305 = Accounting and business/management
- 52.0703 = Small business administration/management
- 52.0806 = International finance
- 52.0899 = Finance/financial management services, other
- 52.1499 = Marketing, other
- 52.1899 = General merchandising, sales/marketing operations other
- 52.9999 = Business, management, marketing, other

Applies to: Respondents who had additional NPSAS attendance for undergraduate program or classes, indicated having a double major, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 enrollment level was undergraduate level] and B14ANPDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14ANP2M01RC*

NPSAS other attendance 1:

B14ANP2GEN01/B14ANP2SPE01 recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes

*Item included in the BPS:12/14 Abbreviated Interview.

selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code:

B14ANP2GEN01, B14ANP2SPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPMJCH01

NPSAS other attendance 1: number of formal major changes

[If B14ANPCUR01 = 1]

How many times have you formally changed your major at [NPSAS] for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program]? [else]

How many times did you formally change your major at [NPSAS] for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] [{if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Never changed major

1 = Changed major once

2 = Changed major more than once

Applies to: Respondents who had additional NPSAS attendance for an associate's or bachelor's degree, declared a single or double major, NPSAS was a 2- or 4-year school, and did not participate in the abbreviated interview. Where:

(B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 for associate's or bachelor's degree] and B14ANPDBLM01 in (1 2) and Y_NPLEVL in (1 2) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPOMAJ01

NPSAS other attendance 1: original major: string

What was your original declared major for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who had additional NPSAS attendance for an associate's or bachelor's degree, indicated changing their major, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 for associate's or bachelor's degree] and B14ANPMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14ANPOGEN01

NPSAS other attendance 1: original major: general code

What was your original declared major for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]? NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See

<http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

4 = Architecture and related services

9 = Communication, journalism, related

10 = Communication technology and support

11 = Computer/information science/support

12 = Personal and culinary services

13 = Education

14 = Engineering

15 = Engineering technologies/technicians

16 = Foreign languages/literature/linguistics

22 = Legal professions and studies

23 = English language and literature/letters

24 = Liberal arts/sciences/general

studies/humanities

26 = Biological and biomedical sciences

27 = Mathematics and statistics

30 = Multi/interdisciplinary studies

31 = Parks/recreation/leisure/fitness studies

38 = Philosophy and religious studies

40 = Physical sciences

41 = Science technologies/technicians

42 = Psychology

43 = Security and protective services

44 = Public administration/social service

45 = Social sciences

47 = Mechanic/repair technologies/technicians

49 = Transportation and materials moving

50 = Visual and performing arts

51 = Health/related clinical sciences

52 = Business/management/marketing/related

54 = History

60 = Residency programs

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had additional NPSAS attendance for an associate's or bachelor's degree, indicated changing their major, and did not participate in the abbreviated interview. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and [other NPSAS attendance 1 for associate's or bachelor's degree] and B14ANPMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14ANPOSPE01

NPSAS other attendance 1: original major: specific code

What was your original declared major for [{if B14ANPOTHSM = 1} this additional {else} your] [NPSAS other attendance 1 program] at [NPSAS]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

04.0201 = Architecture
09.0100 = Communication, general
09.0702 = Digital communication/media/multimedia
09.0799 = Radio/television/digital communication, other
09.0900 = Public relations/advertising
10.0201 = Photographic and film/video technology/technician/assistant
10.9999 = Communications technologies/technicians/support services, other
11.0101 = Computer and information sciences, general
11.0103 = Information technology
11.0201 = Computer programming/programmer, general
11.0701 = Computer science
11.0801 = Web page, digital/multimedia/design
11.1001 = Network and system administration
11.1003 = Computer/information systems security/assurance
12.0401 = Cosmetology/cosmetologist, general
12.0500 = Cooking/related culinary arts, general
12.0501 = Baking and pastry arts/baker/pastry chef
12.0503 = Culinary arts/chef training
12.0504 = Restaurant, culinary, and catering management
13.0101 = Education, general
13.0301 = Curriculum and instruction

13.1015 = Education/teaching early childhood special education
13.1017 = Education/teaching elementary special education
13.1019 = Education/teaching secondary special education
13.1202 = Elementary education and teaching
13.1210 = Early childhood education/teaching
13.1309 = Technology/industrial arts teacher education
13.1314 = Physical education teaching and coaching
13.1324 = Drama and dance teacher education
14.0101 = Engineering, general
14.0201 = Aerospace/aeronautical/space engineering
14.0701 = Chemical engineering
14.0801 = Civil engineering, general
14.0901 = Computer engineering, general
14.0902 = Computer hardware engineering
14.1001 = Electric/electronics/communications engineering
14.1901 = Mechanical engineering
15.0805 = Mechanical engineering/mechanical technology/technician
15.1203 = Computer hardware technology/technician
15.1299 = Computer engineering technologies/technicians, other
16.1603 = Sign language interpretation/translation
22.0302 = Legal assistant/paralegal
23.0101 = English language and literature, general
24.0101 = Liberal arts/sciences/liberal studies
24.0102 = General studies
24.0199 = Liberal arts/sciences, general studies, other
26.0101 = Biology/biological sciences, general
26.0202 = Biochemistry
26.0404 = Developmental biology and embryology
26.0701 = Zoology/animal biology
27.0101 = Mathematics, general
30.1501 = Science, technology and society
30.2701 = Human biology
31.0504 = Sport and fitness administration/management
31.0505 = Kinesiology and exercise science
38.0101 = Philosophy
40.0101 = Physical sciences
40.0202 = Astrophysics
40.0501 = Chemistry, general
40.0601 = Geology/earth science, general
41.0000 = Science technologies/technicians general
42.0101 = Psychology, general
42.2706 = Physiological psychology/psychobiology
42.2707 = Social psychology

*Item included in the BPS:12/14 Abbreviated Interview.

42.2899 = Clinical/counseling/applied psych, other	51.2309 = Therapeutic recreation/recreational therapy
43.0103 = Criminal justice/law enforcement administration	51.2599 = Veterinary biomed/clinical sciences, other
43.0107 = Criminal justice/police science	51.3102 = Clinical nutrition/nutritionist
43.0199 = Corrections and criminal justice, other	51.3801 = Nursing/registered nurse
43.0203 = Fire science/firefighting	51.3803 = Adult health nurse/nursing
44.0701 = Social work	51.3806 = Maternal/child health and neonatal nurse
45.0401 = Criminology	51.3809 = Pediatric nurse/nursing
45.0701 = Geography	51.3816 = Emergency room/trauma nursing
45.1001 = Political science/government, general	51.3817 = Nursing education
47.0604 = Automotive mechanics technology/technician	51.3822 = Women's health nurse/nursing
49.0102 = Airline/commercial pilot and flight crew	51.3899 = Registered nursing administration/research/clinical
50.0102 = Digital arts	51.3901 = Licensed practical/vocational nurse training
50.0301 = Dance, general	51.3999 = Practical/vocational nursing/assistants other
50.0408 = Interior design	51.9999 = Health professions/related science other
50.0409 = Graphic design	52.0201 = Business administration and management, general
50.0410 = Illustration	52.0211 = Project management
50.0501 = Drama/dramatics/theatre arts, general	52.0301 = Accounting
50.0601 = Film/cinema/video studies	52.0305 = Accounting and business/management
50.0605 = Photography	52.0801 = Finance, general
50.0913 = Music technology	52.0806 = International finance
50.0999 = Music, other	52.0901 = Hospitality administration/management, general
50.1001 = Arts, entertainment, media management, general	52.1101 = International business/trade/commerce
50.1099 = Arts, entertainment, media management, other	52.1401 = Marketing/marketing management, general
51.0203 = Speech-language pathology/pathologist	52.1701 = Insurance
51.0601 = Dental assisting/assistant	52.1905 = Tourism/travel services marketing operations
51.0602 = Dental hygiene/hygienist	52.2001 = Construction management
51.0701 = Health/health care administration/management	52.9999 = Business, management, marketing, other
51.0711 = Medical/health management and clinical assistant/specialist	54.0101 = History, general
51.0712 = Medical reception/receptionist	54.0102 = American history United States
51.0713 = Medical insurance coding specialist/coder	60.0411 = Diagnostic radiology
51.0716 = Medical administrative/executive assistant/secretary	60.0418 = Nuclear medicine
51.0801 = Medical/clinical assistant	
51.0806 = Physical therapy technician/assistant	
51.0808 = Veterinary/animal health technology/technician/assistant	
51.0907 = Medical radiologic technology/science/radiation therapist	
51.0908 = Respiratory care therapy/therapist	
51.0910 = Diagnostic sonography/ultrasound technician	
51.1104 = Pre-veterinary studies	
51.1105 = Pre-nursing studies	
51.1109 = Pre-physical therapy studies	
51.1504 = Community health services/counseling	
51.2001 = Pharmacy	
51.2305 = Music therapy/therapist	
51.2308 = Physical therapy/therapist	

Applies to: Respondents who had additional NPSAS attendance for an associate's or bachelor's degree, indicated changing their major, and did not participate in the abbreviated interview. Where: (B14.ANPOTHSM = 1 or B14.ANPOTHENR = 1) and [other NPSAS attendance 1 for associate's or bachelor's degree] and B14.ANPMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

*Item included in the BPS:12/14 Abbreviated Interview.

B14ANPOM01RC*

NPSAS other attendance 1:

B14ANPOGEN01/B14ANPOSPE01 recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code:

B14ANPOGEN01, B14ANPOSPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14ANPOTSM01*

NPSAS other attendance 1: additional attendance for same degree/certificate type

You just told us about the [NPSAS other attendance 1 program] you were awarded [{B14ANPDEG01 = 2 and [major 1 for NPSAS other attendance 1] ne -9 and [major 2 for NPSAS other attendance 1] ne -9} in [major 1 for NPSAS other attendance 1] and [major 2 for NPSAS other attendance 1] {else if B14ANPDEG01 = 2 and [major 1 for NPSAS other attendance 1] ne -9} in [major 1 for NPSAS other attendance 1]] at [NPSAS] [{if B14ANPDGMY01 ne -9} in [B14ANPDGMY01] {else if [year of B14ANPDGMY01] ne -9} in [year of B14ANPDGMY01]]. Other than for that [program at NPSAS started 2011-12], [{if [began interview before July 1, 2014]} have you attended {else} did you attend] [NPSAS] at any time [{if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for an additional [NPSAS other attendance 1 program] you have not yet told us about? [{If B14ANPDEG01 in (3 4)} Changes in major or field of study at [NPSAS] for your [{if B14ANPDEG01 = 4} bachelor's {else} associate's] degree do not count as additional enrollment.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No additional attendance for same degree/certificate type

1 = Yes, additional attendance for same degree/certificate type

Applies to: Respondents who had additional NPSAS attendance and completed an undergraduate certificate or diploma, associate's degree, bachelor's degree, or post-baccalaureate certificate. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and B14ANPCMPD01 = 1 and B14ANPDEG01 in (2 3 4 6).

Source: BPS:12/14 Full-Scale Student Interview

B14ANPOTDG01*

NPSAS other attendance 1: additional attendance July 2011-June 2014

[If COMPMODE = 0]

Besides the enrollment at [NPSAS] listed above, [{if [began interview before July 1, 2014]} have you attended {else} did you attend] [NPSAS] at any time [{if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for anything else?

[else if COMPMODE = 1]

You already told me that you have worked on the following at [NPSAS]:

[{If TDEGREE = 2 and [major 1 for program at NPSAS started 2011-12] ne -9 and [major 2 for NPSAS other attendance 1] ne -9} [program at NPSAS started 2011-12] [major 1 for program at NPSAS started 2011-12] and [major 2 for program at NPSAS started 2011-12] {else if TDEGREE = 2 and [major 1 for program at NPSAS started 2011-12] ne -9} [program at NPSAS started 2011-12] [major 1 for program at NPSAS started 2011-12]]

[{If B14ANPDEG01 = 2 and major 1 for NPSAS other attendance 1 ne -9 and [major 2 for NPSAS other attendance 1 ne -9]} [NPSAS other attendance 1 program] [major 1 for NPSAS other attendance 1] and [major 2 for NPSAS other attendance 1] {else if B14ANPDEG01 = 2 and [major 1 for NPSAS other attendance 1] ne -9} [NPSAS other attendance 1 program] [major 1 for NPSAS other attendance 1]]

Besides this enrollment, [{if [began interview before July 1, 2014]} have you attended {else} did you attend] [NPSAS] at any time [{if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for anything else?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No additional attendance at NPSAS

1 = Yes, additional attendance at NPSAS

Applies to: Respondents who had additional NPSAS attendance and did not have additional enrollment for the same degree/certificate type. Where: (B14ANPOTHSM = 1 or B14ANPOTHENR = 1) and B14ANPOTSM01 ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

Loops 2-4 have not been included in this facsimile.

B14ACONTENRA*

Will continue to attend NPSAS for current degree/certificate July 2014-Dec 2014

[If [current or most recent degree or certificate at NPSAS] ne -9]

Will you continue to attend [NPSAS] for your [current or most recent degree or certificate at NPSAS] at any time between July 2014 and December 2014?
[else]

Will you continue to attend [NPSAS] for your current degree or certificate at any time between July 2014 and December 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Will not continue to attend NPSAS for current degree/certificate

1 = Yes, will continue to attend NPSAS for current degree/certificate

Applies to: Respondents who indicated currently attending NPSAS for degree/certificate. Where: [Currently attending NPSAS for degree/certificate].

Source: BPS:12/14 Full-Scale Student Interview

B14AOTSCHENR*

Attended another school between July 2011 and June 2014

[If B14ASTDABR = 1]

Not including any school(s) where you studied abroad during your attendance at [NPSAS], have you ever attended another college, university, or trade school at any time between July 2011 [if [began interview before July 1, 2014]] and today {else} and June 2014?
[else]

Other than [NPSAS], have you ever attended another college, university, or trade school at any time between July 2011 [if [began interview before July 1, 2014]] and today {else} and June 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not attend another school

1 = Yes, attended another school

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTIPED01*

Other school attendance 1: IPEDS ID

What is the name of another school you have attended [if COMPMODE = 1] and in what city and state is it located? (If you have attended more than one other school since July 2011, tell [if COMPMODE = 1] me {else} us) about only one of them now. [If

COMPMODE = 1] I'll {else} We'll] ask you about all schools you have attended later in the survey.) [If COMPMODE = 0] Please type the information requested in the boxes provided and then click the "Enter" button. A list of search results will be displayed for you to choose your school from.]

IPEDS identification number (generated by database)

NOTES: The institution identification number from the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) is provided when the institution is selected in the BPS:12/14 full-scale interview. See

<http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS.

IPEDS identification numbers of 99999* are given to schools that cannot be found in IPEDS:

999996 - Foreign school

999997 - City known, school not found

999998 - City unknown, state known

999999 - State unknown

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTSCH01*

Other school attendance 1: school name

What is the name of another school you have attended [if COMPMODE = 1] and in what city and state is it located? (If you have attended more than one other school since July 2011, tell [if COMPMODE = 1] me {else} us) about only one of them now. [If COMPMODE = 1] I'll {else} We'll] ask you about all schools you have attended later in the survey.) [If COMPMODE = 0] Please type the information requested in the boxes provided and then click the "Enter" button. A list of search results will be displayed for you to choose your school from.]

School name (generated by database)

NOTES: If the institution is successfully coded using the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) coder in the BPS:12/14 full-scale interview, this information comes from IPEDS; otherwise, this information is provided by the respondent. See

<http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTCT01*

Other school attendance 1: city

What is the name of another school you have attended [{if COMPMODE = 1} and in what city and state is it located? (If you have attended more than one other school since July 2011, tell [{if COMPMODE = 1} me {else} us] about only one of them now. [{If COMPMODE = 1} I'll {else} We'll] ask you about all schools you have attended later in the survey.) [{If COMPMODE = 0} Please type the information requested in the boxes provided and then click the "Enter" button. A list of search results will be displayed for you to choose your school from.]

City (generated by database)

NOTES: City where the institution is located. If the institution is successfully coded using the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) coder in the BPS:12/14 full-scale interview, this information comes from IPEDS; otherwise, this information is provided by the respondent. See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTST01*

Other school attendance 1: state

What is the name of another school you have attended [{if COMPMODE = 1} and in what city and state is it located? (If you have attended more than one other school since July 2011, tell [{if COMPMODE = 1} me {else} us] about only one of them now. [{If COMPMODE = 1} I'll {else} We'll] ask you about all schools you have attended later in the survey.) [{If COMPMODE = 0} Please type the information requested in the boxes provided and then click the

"Enter" button. A list of search results will be displayed for you to choose your school from.]

State (generated by database)

NOTES: A numeric code for the state in which the institution is located. If the institution is successfully coded using the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) coder in the BPS:12/14 full-scale interview, this information comes from IPEDS; otherwise, this information is provided by the respondent. See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

-1 = {Don't know}

1 = Alabama

2 = Alaska

3 = Arizona

4 = Arkansas

5 = California

6 = Colorado

7 = Connecticut

8 = Delaware

9 = District of Columbia

10 = Florida

11 = Georgia

12 = Hawaii

13 = Idaho

14 = Illinois

15 = Indiana

16 = Iowa

17 = Kansas

18 = Kentucky

19 = Louisiana

20 = Maine

21 = Maryland

22 = Massachusetts

23 = Michigan

24 = Minnesota

25 = Mississippi

26 = Missouri

27 = Montana

28 = Nebraska

29 = Nevada

30 = New Hampshire

31 = New Jersey

32 = New Mexico

33 = New York

34 = North Carolina

35 = North Dakota

36 = Ohio

37 = Oklahoma

38 = Oregon

39 = Pennsylvania

*Item included in the BPS:12/14 Abbreviated Interview.

- 40 = Rhode Island
- 41 = South Carolina
- 42 = South Dakota
- 43 = Tennessee
- 44 = Texas
- 45 = Utah
- 46 = Vermont
- 47 = Virginia
- 48 = Washington
- 49 = West Virginia
- 50 = Wisconsin
- 51 = Wyoming
- 52 = Puerto Rico
- 55 = Guam
- 63 = Foreign country

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTLEVL01*

Other school attendance 1: level

What is the name of another school you have attended [if COMPMODE = 1] and in what city and state is it located? (If you have attended more than one other school since July 2011, tell [if COMPMODE = 1] me [else] us) about only one of them now. [If COMPMODE = 1] I'll [else] We'll ask you about all schools you have attended later in the survey.) [If COMPMODE = 0] Please type the information requested in the boxes provided and then click the "Enter" button. A list of search results will be displayed for you to choose your school from.]

Level (generated by database)

NOTES: Indicates the length of time it takes to complete the highest level of program offered by the institution. If the institution is successfully coded using the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) coder in the BPS:12/14 full-scale interview, this information comes from IPEDS; otherwise, this information is provided by the respondent. See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

- 1 = 4-year school
- 2 = 2-year school
- 3 = Less-than-2-year school

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTCTRL01*

Other school attendance 1: control

What is the name of another school you have attended [if COMPMODE = 1] and in what city and state is it located? (If you have attended more than one other school since July 2011, tell [if COMPMODE = 1] me [else] us) about only one of them now. [If COMPMODE = 1] I'll [else] We'll ask you about all schools you have attended later in the survey.) [If COMPMODE = 0] Please type the information requested in the boxes provided and then click the "Enter" button. A list of search results will be displayed for you to choose your school from.]

Control (generated by database)

NOTES: The institution control is a classification of whether an institution is operated by publicly elected/appointed officials or by privately elected/appointed officials and derives its major source of funds from private sources. If the institution is successfully coded using the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) coder in the BPS:12/14 full-scale interview, this information comes from IPEDS; otherwise, this information is provided by the respondent. See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS.

Public institution - An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

Private nonprofit institution - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Private for-profit institution - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected any school that they previously indicated then the selected school information was recoded in this variable.

- 1 = Public school
- 2 = Private nonprofit school
- 3 = Private for-profit school

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, IPEDS 2011-13

B14AOTIPUC01*

Other school attendance 1: school coded after interview

NOTES: Respondents entered their school name, city and state into an internal database built into the instrument and selected an IPEDS code representing their school. If respondents did not select an IPEDS code, expert coders attempted to upcode this school. In the event expert coders upcoded an IPEDS code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new IPEDS code: B14AOTIPED01, B14AOTSCH01, B14AOTCT01, B14AOTST01, B14AOTCTRL01, B14AOTLEVL01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded

1 = Yes, upcoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDEG01*

Other school attendance 1: enrollment type

What is the type of degree or certificate program for this enrollment at [B14AOTSCH01]? (If you have more than one enrollment at [B14AOTSCH01] or if you are in a joint degree program, tell [if COMPMODE = 1] me {else} us] about only one of these now. You will have an opportunity later to tell [if COMPMODE = 1] me {else} us] about all enrollment at [B14AOTSCH01].)

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14AOTFRDG01 = 1 and B14AOTLEVL01 = 3 and (B14AOTIPED01 > 0 and B14AOTIPED01] < 999990) then B14AOTDEG01 = 2; Else if B14AOTFRDG01 = 0 and B14AOTLEVL01 in (2 3) and (B14AOTIPED01 > 0 and B14AOTIPED01] < 999990) then B14AOTDEG01 = 1; Else if B14AOTFRDG01 = 0 and (B14AOTLEVL01 = 1 and (B14AOTIPED01 > 0 and B14AOTIPED01] < 999990)) and B14AOTTYP01 = 1 then B14AOTDEG01 = 1; Else if B14AOTFRDG01 = 0 and (B14AOTLEVL01 = 1 and (B14AOTIPED01

> 0 and B14AOTIPED01] < 999990)) and B14AOTTYP01 = 2 then B14AOTDEG01 = 5.

1 = Undergraduate classes

2 = Undergraduate certificate or diploma

3 = Associate's degree

4 = Bachelor's degree

5 = Graduate-level classes

6 = Post-baccalaureate certificate

7 = Master's degree

8 = Post-master's certificate

9 = Doctoral degree – research/scholarship

10 = Doctoral degree – professional practice

11 = Doctoral degree – other

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTTNS01

Other school attendance 1: attempted to transfer credits

Did you attempt to transfer any credits from [NPSAS] to [B14AOTSCH01] for your [other school attendance 1 program]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not attempt to transfer credits from NPSAS

1 = Yes, attempted to transfer credits from NPSAS

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an undergraduate degree program at other school 1, and did not participate in the abbreviated interview. Where:

B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was undergraduate in a degree program] and ABBREVE ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTCUR01*

Other school attendance 1: currently attending

Are you currently attending [B14AOTSCH01] for [if [other school attendance 1 enrollment level is undergraduate degree or graduate degree program]] this {else} these] [other school attendance 1 program]? (Answer “Yes” if you are on a spring or fall break in the middle of the term or semester. Answer “No” if you completed your [other school attendance 1 program] or are on a break between semesters, terms, or quarters, such as on summer break, and not currently attending classes.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not currently attending

*Item included in the BPS:12/14 Abbreviated Interview.

1 = Yes, currently attending

Applies to: Respondents who attended at least one school other than NPSAS since July 2011. Where: B14AOTSCHENR = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTCMPD01*

Other school attendance 1: completed degree/certificate requirements

[If [began interview on or after July 1, 2014]]

Did you complete all the requirements for this [other school attendance 1 program] at [B14AOTSCH01] before July 2014? (Answer “No” if you transferred schools and completed your [other school attendance 1 program] at a different school. [{If COMPMODE = 1} I’ll {else} We will] ask you about your enrollment at any other schools later.))

[else]

Have you completed all the requirements for this [other school attendance 1 program] at [B14AOTSCH01]? (Answer “No” if you transferred schools and completed your [other school attendance 1 program] at a different school. [{If COMPMODE = 1} I’ll {else} We will] ask you about your enrollment at any other schools later.))

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14AOTCUR01 = 1 and [other school attendance 1 enrollment level was undergraduate in a degree program] then B14AOTCMPD01 = 0.

0 = Did not complete requirements for degree/certificate

1 = Yes, completed requirements for degree/certificate

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and were enrolled in a degree program at other school 1. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was in a degree program].

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDGMY01

Other school attendance 1: date awarded degree/certificate

In what month and year were you awarded your [other school attendance 1 program] from [B14AOTSCH01]?

NOTES: B14AOTDGMY01 is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, completed their degree program at other school 1, did not indicate that they did not complete their degree program, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and B14AOTCMPD01 = 1 and B14AOTDGN001 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDGN001

Other school attendance 1: degree/certificate not yet awarded

In what month and year were you awarded your [other school attendance 1 program] from [B14AOTSCH01]? Have not yet been awarded [other school attendance 1 program]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Provided date awarded degree/certificate

1 = Not yet awarded degree/certificate

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, completed their degree program at other school 1, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and B14AOTCMPD01 = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTEMX01

Other school attendance 1: monthly attendance July 2011-June 2014

[If B14AOTCUR01 = 0 and B14AOTCMPD01 = 1 and B14AOTDGMY01 ne -9]

Between July 2011 and when you completed your [other school attendance 1 program] in [B14AOTDGMY01], in which months did you attend [B14AOTSCH01] for your [other school attendance 1 program] [{if B14AOTDEG01 in (3 4)}, including any months spent studying abroad]? (Do not include any months during which you were not taking classes, such as summer break. If you attended for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]

[else if B14AOTCUR01 = 1]

Between July 2011 and June 2014, in which months have you attended, or do you expect to attend [B14AOTSCH01] for your [other school attendance 1 program] [{if B14AOTDEG01 in (3 4)}, including any months spent studying abroad]? (Please do your best to predict your attendance through June 30, 2014. Do not include any months during which you are not taking classes, such as summer break. If you have attended or will attend for only a portion of any month, please include that month.) [{If COMPMODE = 0} Click on the months of attendance below.]

*Item included in the BPS:12/14 Abbreviated Interview.

[else]

Between July 2011 and June 2014, in which months did you attend [B14AOTSCH01] for your [other school attendance 1 program] [if B14AOTDEG01 in (3 4)], including any months spent studying abroad? [if [began interview before July 1, 2014]] If you plan to attend [B14AOTSCH01] [if B14AOTDEG01 in (3 4)], or a study abroad school] for [if [other school attendance 1 enrollment level is undergraduate degree program]] your [other school attendance 1 program] before June 30, 2014, please indicate the months you plan to attend. (Do not include any months during which you were [if [began interview before July 1, 2014]] or will not be {else} not] taking classes, such as summer break. If you attended [if [began interview before July 1, 2014]] or will attend] for only a portion of any month, please include that month.) [If COMPMODE = 0] Click on the months of attendance below.]

NOTES: This variable is a 36-character string that indicates the months the respondent was enrolled for other school attendance 1 program between the months of July 2011 through June 2014 and their monthly enrollment status. Each month is represented by one digit in the string, with July 2011 as the first digit and June 2014 as the final digit. "1" indicates the respondent was enrolled mainly full time during that month. "2" indicates the respondent was enrolled mainly part time during that month. "3" indicates the respondent was enrolled an equal mix of full time and part time during that month. "4" indicates a respondent was enrolled for that month, but did not indicate their enrollment status. "0" indicates the respondent was not enrolled for that month. "9" indicates the respondent did not provide months of enrollment. "7" indicates that the respondent participated in the abbreviated interview and therefore has no data for that month. For example, a respondent enrolled full time from August 2011 through May 2012, part time August 2012 through May 2013, and full time August 2013 through May 2014 would have an enrollment string of 011111111111002222222222001111111110. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and ABBREV = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTEYX01*

Other school attendance 1: annual attendance July 2011-June 2014

Between July 2011 and June 2014, in which academic years did you attend [B14AOTSCH01] for your [other

school attendance 1 program] [if B14AOTDEG01 in (3 4)], including any time spent studying abroad? (If you attended for only a portion of any academic year, please include that year.)

NOTES: This variable is a 3-character string that indicates the academic years the respondent was enrolled for other school attendance 1 program between July 2011 through June 2014 and their annual enrollment status. The first digit represents the academic year of July 2011 through June 2012. The second digit represents the academic year of July 2012 through June 2013. The third digit represents the academic year of July 2013 through June 2014. "1" indicates the respondent was enrolled mainly full time during that academic year. "2" indicates the respondent was enrolled mainly part time during that academic year. "3" indicates the respondent was enrolled an equal mix of full time and part time during that academic year. "4" indicates the respondent was enrolled for that academic year, but did not indicate their enrollment status. "0" indicates the respondent was not enrolled for that academic year. "9" indicates the respondent did not provide years of enrollment. Respondents who did not participate in the abbreviated interview have a value of "555". For example, a respondent who participated in the abbreviated interview and was enrolled full time for the academic year of July 2011 through June 2012, part time in the academic year of July 2012 through June 2013, and not enrolled in the academic year of July 2013 through June 2014 would have an enrollment string of 120. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and participated in the abbreviated interview. Where: B14AOTSCHENR = 1 and ABBREV = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTCLDG01

Other school attendance 1: took only classes to transfer credit [If B14AOTCUR01 = 1] Are {else} were] you taking these [other school attendance 1 program] at [B14AOTSCH01] primarily to transfer course credit to a degree or certificate?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not take only classes to transfer credits

1 = Yes, took only classes to transfer credits

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a degree program at other school 1, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not in a degree program] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTCRSN01

Other school attendance 1: reason for taking only classes

Which of these reasons best describes why you [if B14AOTCUR01 = 1] are [else] were taking these [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = To prepare to earn a degree later
- 2 = To prepare for a professional certificate or industry license
- 3 = To gain job or occupational skills
- 4 = For recreation, self-improvement, or personal interest

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a degree program at other school 1, were not taking classes just for transfer, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not in a degree program] and B14AOTCLDG01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDBLM01

Other school attendance 1: declared major

[If B14AOTCUR01 = 0 and B14AOTCMPD01 = 1] Did you declare a single or double major [B14AOTDEG01 in (2 3)] or field of study for your [other school attendance 1 program] at [B14AOTSCH01]?

[else if B14AOTCUR01 = 1] Have you declared a major [B14AOTDEG01 in (2 3)] or field of study for your [other school attendance 1 program] at [B14AOTSCH01]?

[else] Did you declare a major [B14AOTDEG01 in (2 3)] or field of study at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] before July 2014 for your [other school attendance 1 program]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14AOTDBLM01 = 2 and B14AOT2MAJ01 in (UNDECLARED UNDECIDED

UNKNOWN NONE NA N/A UNEMPLOYED NOT SURE UNSURE) then B14AOTDBLM01 = 1.

- 1 = Yes, declared a single major or field of study
- 2 = Yes, declared a double major or field of study
- 3 = Did not declare a major

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an undergraduate degree program at other school 1, other school 1 was a 2- or 4-year school, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was undergraduate in a degree program] and B14AOTLEVL01 in (1 2) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDEC01

Other school attendance 1: decided major

Even though you have not formally declared your major, have you decided what your major will be for your [other school attendance 1 program] at [B14AOTSCH01]? (Answer “Yes” if you have left [B14AOTSCH01] and do not plan to attend again to earn your [other school attendance 1 program] there but you had decided what your major would be prior to leaving.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Did not decide on a major
- 1 = Yes, decided on a major

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an undergraduate degree program at other school 1, other school 1 was a 2- or 4-year school, did not indicate having a single or double major, attended other school 1 in 2012-13 or 2013-14, did not complete their degree program, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was undergraduate in a degree program] and [other school 1 level was 2- or 4-year] and B14AOTDBLM01 not in (1 2) and [attended other school attendance 1 in 2012-13 or 2013-14] and B14AOTCMPD01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOT1MAJ01

Other school attendance 1: major 1: string

[If B14AOTCUR01 = 1 and B14AOTDBLM01 = 2] What is your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then

*Item included in the BPS:12/14 Abbreviated Interview.

click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14AOTCUR01 = 1]

What is your [{if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? [{If B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} (If you intend to double-major, tell [{if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.))] [{If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14AOTCUR01 = 0 and B14AOTDBLM01 = 2]

What was your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [{if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [{If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What was your [{if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [{if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? [{If B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} (If you intended to double-major, tell [{if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.))] [{If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other school attendance 1 enrollment level was undergraduate not in a degree program] then B14AOT1MAJ01 = NOT IN A DEGREE PROGRAM; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and [did not attend other school 1 in 2012-13] and [did not attend other school 1 in 2013-14] then B14AOT1MAJ01 = UNDECLARED; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and B14AOTDEC01 ne 1 then B14AOT1MAJ01 = UNDECLARED; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AOT1GEN01

Other school attendance 1: major 1: general code

[If B14AOTCUR01 = 1 and B14AOTDBLM01 = 2]

What is your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [{If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14AOTCUR01 = 1]

What is your [{if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? [{If B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} (If you intend to double-major, tell [{if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.))] [{If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14AOTCUR01 = 0 and B14AOTDBLM01 = 2]

What was your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [{if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [{If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What was your [{if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [{if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? [{If B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} (If you intended to double-major, tell [{if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.))] [{If COMPMODE = 0} Please type your major in the box provided and then

click the “Enter” button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other school attendance 1 enrollment level was undergraduate not in a degree program] then B14AOT1GEN01 = 98; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and [did not attend other school 1 in 2012-13] and [did not attend other school 1 in 2013-14] then B14AOT1GEN01 = 99; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and B14AOTDEC01 ne 1 then B14AOT1GEN01 = 99; If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sciences/general studies/humanities
- 25 = Library science
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 29 = Military technologies
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 39 = Theology and religious vocations
- 40 = Physical sciences
- 41 = Science technologies/technicians
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related

- 54 = History
- 60 = Residency programs
- 98 = Not in a degree program
- 99 = Undeclared

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOT1SPE01

Other school attendance 1: major 1: specific code

[If B14AOTCUR01 = 1 and B14AOTDBLM01 = 2]
What is your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? Since you have a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0] Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14AOTCUR01 = 1]
What is your [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]? [If B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} (If you intend to double-major, tell [if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.) [If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else if B14AOTCUR01 = 0 and B14AOTDBLM01 = 2]

What was your major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? Since you had a double-major, please indicate only one major here. You will have an opportunity next to provide your other major. [If COMPMODE = 0} Please type your major in the box provided and then click the “Enter” button. A list of search results will be displayed for you to choose from.]

[else]

What was your [if B14AOTDBLM01 = 3 and B14AOTDEC01 = 1} intended] major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]} when you last attended there before July 2014]? [If B14AOTDBLM01 = 3 and

*Item included in the BPS:12/14 Abbreviated Interview.

B14AOTDEC01 = 1} (If you intended to double-major, tell [{if COMPMODE = 1} me {else} us] only about the major most closely related to the job you hope to have after college.)] [{If COMPMODE = 0} Please type your major in the box provided and then click the "Enter" button. A list of search results will be displayed for you to choose from.]

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [other school attendance 1 enrollment level was undergraduate not in a degree program] then B14AOT1SPE01 = 98.9999; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and [did not attend other school 1 in 2012-13] and [did not attend other school 1 in 2013-14] then B14AOT1SPE01 = 99.9999; else if B14AOTLEVL01 in (1 2) and B14AOTDBLM01 not in (1 2) and B14AOTDEC01 ne 1 then B14AOTB14AOT1SPE01 = 99.9999; If respondents selected a major that they previously indicated then the selected major was recoded in this variable

01.0000 = Agriculture, general
 01.0101 = Agricultural business and management, general
 01.0102 = Agribusiness/agricultural business operations
 01.0103 = Agricultural economics
 01.0104 = Farm/farm and ranch management
 01.0106 = Agricultural business technology
 01.0205 = Agricultural mechanics and equipment/machine technology
 01.0505 = Animal training
 01.0601 = Applied horticulture/horticulture operations, general
 01.0603 = Ornamental horticulture
 01.0608 = Floriculture/floristry operations/management
 01.0801 = Agricultural/extension education services
 01.0901 = Animal sciences, general
 01.0999 = Animal sciences, other
 01.1001 = Food science
 01.1099 = Food science and technology, other
 01.1102 = Agronomy and crop science
 03.0103 = Environmental studies
 03.0104 = Environmental science
 03.0208 = Natural resources law enforcement/protect services
 03.0501 = Forestry, general
 03.0506 = Forest management/forest resources management
 03.0601 = Wildlife, fish/wildlands science/management

04.0201 = Architecture
 04.0301 = City/urban, community/regional planning
 04.0401 = Environmental design/architecture
 04.0501 = Interior architecture
 04.0601 = Landscape architecture
 04.0902 = Architectural and building sciences/technology
 04.0999 = Architecture, other
 05.0102 = American/U.S. studies/civilization
 05.0123 = Chinese studies
 05.0124 = French studies
 05.0126 = Italian studies
 05.0203 = Hispanic-American, Chicano studies
 05.0211 = Deaf studies
 09.0100 = Communication, general
 09.0101 = Speech communication and rhetoric
 09.0102 = Mass communication/media studies
 09.0199 = Communication/media studies, other
 09.0401 = Journalism
 09.0402 = Broadcast journalism
 09.0701 = Radio and television
 09.0702 = Digital communication/media/multimedia
 09.0900 = Public relations/advertising
 09.0901 = Organizational communication, general
 09.0902 = Public relations/image management
 09.0903 = Advertising
 09.0906 = Sports communication
 09.0999 = Public relations/advertising, other
 09.9999 = Communication/journalism/related, other
 10.0105 = Communications technology/technician
 10.0203 = Recording arts technology/technician
 10.0299 = Audiovisual communications technologies/technicians, other
 10.0301 = Graphic communications, general
 10.0304 = Animation/interactive technology/video graphic
 10.0308 = Computer typography/composition equipment operator
 10.9999 = Communications technologies/technicians/support services, other
 11.0101 = Computer and information sciences, general
 11.0103 = Information technology
 11.0199 = Computer and information science, other
 11.0201 = Computer programming/programmer, general
 11.0202 = Computer programming, specific apps
 11.0299 = Computer programming, other
 11.0301 = Data processing and data processing technology/technician
 11.0401 = Information science/studies
 11.0501 = Computer systems analyst/analysis

*Item included in the BPS:12/14 Abbreviated Interview.

- 11.0601 = Data entry/microcomputer app, general
- 11.0701 = Computer science
- 11.0801 = Web page, digital/multimedia/design
- 11.0803 = Computer graphics
- 11.0804 = Modeling, virtual environment/simulation
- 11.0901 = Computer systems networking/telecommunications
- 11.1001 = Network and system administration
- 11.1002 = System, networking, LAN/WAN management
- 11.1003 = Computer/information systems security/assurance
- 11.1004 = Web/multimedia management/webmaster
- 11.1006 = Computer support specialist
- 11.1099 = Computer/information technology services administration/management
- 11.9999 = Computer/information sciences/support services, other
- 12.0301 = Funeral service/mortuary science, general
- 12.0302 = Funeral direction/service.
- 12.0401 = Cosmetology/cosmetologist, general
- 12.0402 = Barbering/barber
- 12.0406 = Make-up artist/specialist
- 12.0407 = Hair styling/stylist and hair design
- 12.0409 = Aesthetician and skin care specialist
- 12.0410 = Nail technician/specialist/manicurist
- 12.0413 = Cosmetology, styling, nail instructor
- 12.0414 = Master aesthetician/esthetician
- 12.0499 = Cosmetology/related grooming, other
- 12.0500 = Cooking/related culinary arts, general
- 12.0501 = Baking and pastry arts/baker/pastry chef
- 12.0502 = Bartending/bartender
- 12.0503 = Culinary arts/chef training
- 12.0504 = Restaurant, culinary, and catering management
- 12.0599 = Culinary arts/related services, other
- 12.9999 = Personal and culinary services, other
- 13.0101 = Education, general
- 13.0299 = Bi/multilingual, multicultural education, other
- 13.0401 = Educational leadership/administration, general
- 13.0499 = Educational administration and supervision, other
- 13.1001 = Special education and teaching, general
- 13.1003 = Education/teaching individuals with hearing impairments
- 13.1011 = Education/teaching individuals with learning disabilities
- 13.1012 = Education/teaching individuals with speech/language impairments
- 13.1015 = Education/teaching early childhood special education
- 13.1017 = Education/teaching elementary special education
- 13.1018 = Education/teaching middle school special education
- 13.1099 = Special education and teaching, other
- 13.1202 = Elementary education and teaching
- 13.1203 = Junior high/middle school education/teaching
- 13.1205 = Secondary education and teaching
- 13.1206 = Teacher education, multiple levels
- 13.1209 = Kindergarten/preschool education/teaching
- 13.1210 = Early childhood education/teaching
- 13.1299 = Teacher education/professional development, other level/methods
- 13.1301 = Agricultural teacher education
- 13.1302 = Art teacher education
- 13.1303 = Business teacher education
- 13.1305 = English/language arts teacher education
- 13.1306 = Foreign language teacher education
- 13.1308 = Family/consumer sciences/home economics teacher education
- 13.1311 = Mathematics teacher education
- 13.1312 = Music teacher education
- 13.1314 = Physical education teaching and coaching
- 13.1315 = Reading teacher education
- 13.1316 = Science teacher education
- 13.1317 = Social science teacher education
- 13.1318 = Social studies teacher education
- 13.1322 = Biology teacher education
- 13.1325 = French language teacher education
- 13.1328 = History teacher education
- 13.9999 = Education, other
- 14.0101 = Engineering, general
- 14.0102 = Pre-engineering
- 14.0201 = Aerospace/aeronautical/space engineering
- 14.0401 = Architectural engineering
- 14.0501 = Bioengineering/biomedical engineering
- 14.0701 = Chemical engineering
- 14.0801 = Civil engineering, general
- 14.0901 = Computer engineering, general
- 14.0902 = Computer hardware engineering
- 14.0903 = Computer software engineering
- 14.0999 = Computer engineering, other
- 14.1001 = Electric/electronics/communications engineering
- 14.1101 = Engineering mechanics
- 14.1801 = Materials engineering
- 14.1901 = Mechanical engineering
- 14.2501 = Petroleum engineering
- 14.2801 = Textile sciences and engineering
- 14.3501 = Industrial engineering
- 14.3601 = Manufacturing engineering
- 15.0303 = Electrical/electronic/communications engineering technology/technician

*Item included in the BPS:12/14 Abbreviated Interview.

15.0305 = Telecommunications technology/technician	19.0599 = Food, nutrition, related services, other
15.0399 = Electrical/electronic engineering technologies/technicians, other	19.0604 = Facilities planning and management
15.0401 = Biomedical technology/technician	19.0701 = Human development/family studies, general
15.0404 = Instrumentation technology/technician	19.0706 = Child development
15.0501 = Heating, ventilation, air conditioning, refrigeration engineering technology/technician	19.0709 = Child care provider/assistant
15.0503 = Energy management and systems technology/technician	19.0710 = Developmental services worker
15.0506 = Water quality and wastewater treatment	19.0799 = Human development/family studies/related, other
15.0507 = Environmental engineering/environmental technology	19.0901 = Apparel and textiles, general
15.0599 = Environmental control technologies/technicians, other	19.0905 = Apparel and textile marketing management
15.0614 = Welding engineering technology/technician	22.0001 = Pre-law studies
15.0801 = Aerospace engineering technology/technician	22.0101 = Law
15.0803 = Automotive engineering technology/technician	22.0205 = Banking/corporate/finance/securities law
15.0805 = Mechanical engineering/mechanical technology/technician	22.0211 = Tax law/taxation
15.0903 = Petroleum technology/technician	22.0302 = Legal assistant/paralegal
15.1001 = Construction engineering technology/technician	22.0303 = Court reporting/court reporter
15.1199 = Engineering-related technologies, other	22.0399 = Legal support services, other
15.1201 = Computer engineering technology/technician	23.0101 = English language and literature, general
15.1202 = Computer technology/computer system technology	23.1301 = Writing, general
15.1299 = Computer engineering technologies/technicians, other	23.1302 = Creative writing
15.1301 = Drafting/design technology/technician, general	23.1303 = Professional/business/scientific writing
15.1302 = CAD/CADD drafting/design technology/technician	23.1304 = Rhetoric and composition
15.1303 = Architectural drafting/architectural CAD/CADD	23.1399 = Rhetoric/composition/writing, other
15.1304 = Civil drafting/engineering CAD/CADD	23.1401 = General literature
15.1399 = Draft/design engineer technologies/technicians	23.1404 = English literature (British and Commonwealth)
16.0102 = Linguistics	23.9999 = English language/literature/letters, other
16.0103 = Language interpretation and translation	24.0101 = Liberal arts/sciences/liberal studies
16.0901 = French language and literature	24.0102 = General studies
16.0905 = Spanish language and literature	24.0103 = Humanities/humanistic studies
16.1101 = Arabic language and literature	24.0199 = Liberal arts/sciences, general studies, other
16.1601 = American Sign Language (ASL)	25.0101 = Library and information science
16.1603 = Sign language interpretation/translation	26.0101 = Biology/biological sciences, general
19.0101 = Family/consumer sciences/human sciences, general	26.0102 = Biomedical sciences, general
19.0401 = Family resource management studies, general	26.0202 = Biochemistry
19.0501 = Food, nutrition, wellness, general	26.0203 = Biophysics
19.0504 = Human nutrition	26.0209 = Radiation biology/radiobiology
	26.0210 = Biochemistry and molecular biology
	26.0299 = Biochemistry, biophysics/molecular biology, other
	26.0301 = Botany/plant biology
	26.0403 = Anatomy
	26.0406 = Cell/cellular and molecular biology
	26.0407 = Cell biology and anatomy
	26.0502 = Microbiology, general
	26.0701 = Zoology/animal biology
	26.0709 = Wildlife biology
	26.0799 = Zoology/animal biology, other
	26.0901 = Physiology, general
	26.0908 = Exercise physiology
	26.1001 = Pharmacology
	26.1003 = Neuroparmacology

*Item included in the BPS:12/14 Abbreviated Interview.

26.1201 = Biotechnology	40.9999 = Physical sciences, other
26.1301 = Ecology	41.0000 = Science technologies/technicians general
26.1302 = Marine biology/biological oceanography	41.0204 = Industrial radiologic technology/technician
26.1305 = Environmental biology	41.0399 = Physical science technologies/technicians, other
26.1307 = Conservation biology	42.0101 = Psychology, general
26.1310 = Ecology and evolutionary biology	42.2703 = Developmental and child psychology
26.1399 = Ecology/evolution/pop biology, other	42.2705 = Personality psychology
26.1501 = Neuroscience	42.2707 = Social psychology
26.9999 = Biological/biomedical sciences, other	42.2799 = Research/experimental psychology, other
27.0101 = Mathematics, general	42.2801 = Clinical psychology
27.0301 = Applied mathematics, general	42.2803 = Counseling psychology
27.0305 = Financial mathematics	42.2804 = Industrial and organizational psychology
27.0306 = Mathematical biology	42.2806 = Educational psychology
27.0399 = Applied mathematics, other	42.2807 = Clinical child psychology
27.0501 = Statistics, general	42.2810 = Health/medical psychology
29.0299 = Intel/command control/information operations, other	42.2811 = Family psychology
30.0000 = Multi/interdisciplinary studies, general	42.2812 = Forensic psychology
30.1801 = Natural sciences	42.2813 = Applied psychology
30.1901 = Nutrition sciences	42.2814 = Applied behavior analysis
30.2001 = International/global studies	42.2899 = Clinical/counseling/applied psychology, other
30.2201 = Ancient studies/civilization	42.9999 = Psychology, other
30.2501 = Cognitive science	43.0102 = Corrections
30.2701 = Human biology	43.0103 = Criminal justice/law enforcement administration
30.3201 = Marine sciences	43.0104 = Criminal justice/safety studies
30.3301 = Sustainability studies	43.0106 = Forensic science and technology
31.0302 = Golf course operation and grounds management	43.0107 = Criminal justice/police science
31.0501 = Health/physical education/fitness, general	43.0111 = Criminalistics and criminal science
31.0504 = Sport and fitness administration/management	43.0116 = Cyber/computer forensics/counterterrorism
31.0505 = Kinesiology and exercise science	43.0199 = Corrections and criminal justice, other
31.0507 = Physical fitness technician	43.0201 = Fire prevention and safety technology/technician
31.0508 = Sports studies	43.0203 = Fire science/firefighting
31.0599 = Health/physical education/fitness, other	43.0206 = Wildland/forest firefighting/investigation
31.0601 = Outdoor education	43.0301 = Homeland security
38.0101 = Philosophy	43.9999 = Homeland security/other protective services
38.0201 = Religion/religious studies	44.0000 = Human services, general
38.0203 = Christian studies	44.0201 = Community organization and advocacy
38.0206 = Jewish/Judaic studies	44.0401 = Public administration
39.0201 = Bible/biblical studies	44.0504 = International public policy analysis
39.0601 = Theology/theological studies	44.0701 = Social work
39.0602 = Divinity/ministry	44.0799 = Social work, other
39.0699 = Theological/ministerial studies, other	45.0101 = Social science, general
39.0702 = Youth ministry	45.0201 = Anthropology
39.0799 = Pastoral counseling/ministries, other	45.0401 = Criminology
40.0401 = Atmospheric science/meteorology, general	45.0601 = Economics, general
40.0501 = Chemistry, general	45.0603 = Econometrics and quantitative economics
40.0599 = Chemistry, other	
40.0601 = Geology/earth science, general	
40.0801 = Physics, general	
40.0804 = Elementary particle physics	
40.1099 = Materials sciences, other	

*Item included in the BPS:12/14 Abbreviated Interview.

45.0701 = Geography	50.0102 = Digital arts
45.0901 = International relations/affairs	50.0301 = Dance, general
45.0999 = International relations/national security, other	50.0399 = Dance, other
45.1001 = Political science/government, general	50.0401 = Design/visual communications, general
45.1099 = Political science and government, other	50.0402 = Commercial and advertising art
45.1101 = Sociology	50.0404 = Industrial and product design
45.9999 = Social sciences, other	50.0407 = Fashion/apparel design
46.0000 = Construction trades, general	50.0408 = Interior design
46.0201 = Carpentry/carpenter	50.0409 = Graphic design
46.0301 = Electric/power transmission installation/installer, general	50.0410 = Illustration
46.0302 = Electrician	50.0411 = Game and interactive media design
46.0303 = Lineworker	50.0499 = Design and applied arts, other
46.0401 = Building/property maintenance	50.0501 = Drama/dramatics/theatre arts, general
46.0412 = Building/construction site management	50.0502 = Technical theatre/design/technology
46.0415 = Building construction technology	50.0504 = Playwriting and screenwriting
46.9999 = Construction trades, other	50.0506 = Acting
47.0000 = Mechanics and repairers, general	50.0507 = Directing and theatrical production
47.0101 = Electric/electron installation/repair general	50.0509 = Musical theatre
47.0104 = Computer installation and repair technology/technician	50.0599 = Dramatic/theatre arts/stage-craft, other
47.0105 = Industrial electronics technology/technician	50.0601 = Film/cinema/video studies
47.0201 = Heating, air conditioning, ventilation, refrigeration maintenance	50.0602 = Cinematography and film/video production
47.0604 = Automotive mechanics technology/technician	50.0605 = Photography
47.0605 = Diesel mechanics technology/technician	50.0701 = Art/art studies, general
47.0607 = Airframe mechanics/aircraft maintenance technology/technician	50.0702 = Fine/studio arts, general
47.0613 = Medium/heavy vehicle and truck technology/technician	50.0703 = Art history, criticism and conservation
47.9999 = Mechanic and repair technologies/technicians, other	50.0705 = Drawing
48.0501 = Machine tool technology/machinist	50.0709 = Sculpture
48.0503 = Machine shop technology/assistant	50.0711 = Ceramic arts and ceramics
48.0508 = Welding technology/welder	50.0799 = Fine arts and art studies, other
48.0510 = Computer numerically controlled (CNC) machinist technology	50.0901 = Music, general
48.0599 = Precision metal working, other	50.0903 = Music performance, general
48.0801 = Boilermaking/boilermaker	50.0904 = Music theory and composition
49.0101 = Aeronautics/aviation/aerospace science/technology, general	50.0908 = Voice and opera
49.0102 = Airline/commercial pilot and flight crew	50.0910 = Jazz/jazz studies
49.0104 = Aviation/airway management and operations	50.0913 = Music technology
49.0105 = Air traffic controller	50.0999 = Music, other
49.0202 = Construction/earthmoving equipment operation	50.1001 = Arts, entertainment, media management, general
49.0205 = Truck/bus commercial vehicle operator	50.1003 = Music management
49.0304 = Diver, professional and instructor	50.1004 = Theatre/theatre arts management
49.9999 = Transportation/materials moving, other	50.1099 = Arts, entertainment, media management, other
50.0101 = Visual and performing arts, general	50.9999 = Visual and performing arts, other
	51.0000 = Health services/allied health, general
	51.0001 = Health and wellness, general
	51.0201 = Communication science/disorders, general
	51.0203 = Speech-language pathology/pathologist
	51.0204 = Audiologist/speech-language pathologist
	51.0299 = Communication disorders sciences/services, other
	51.0601 = Dental assisting/assistant
	51.0602 = Dental hygiene/hygienist
	51.0699 = Dental services and allied professions

*Item included in the BPS:12/14 Abbreviated Interview.

51.0701 = Health/health care administration/management	51.1009 = Phlebotomy technician/phlebotomist
51.0702 = Hospital/health care facilities administration/management	51.1011 = Renal/dialysis technologist/technician
51.0705 = Medical office management/administration	51.1099 = Clinical/medical laboratory science/allied professions, other
51.0706 = Health information/medical records administration/administrator	51.1101 = Pre-dentistry studies
51.0707 = Health information/medical records technology/technician	51.1102 = Pre-medicine/pre-medical studies
51.0708 = Medical transcription/transcriptionist	51.1105 = Pre-nursing studies
51.0710 = Medical office assistant/specialist	51.1109 = Pre-physical therapy studies
51.0711 = Medical/health management and clinical assistant/specialist	51.1199 = Health/medical prep programs, other
51.0712 = Medical reception/receptionist	51.1201 = Medicine
51.0713 = Medical insurance coding specialist/coder	51.1401 = Medical scientist
51.0714 = Medical insurance specialist/medical biller	51.1501 = Substance abuse/addiction counseling
51.0715 = Health/medical claims examiner	51.1503 = Clinical/medical social work
51.0716 = Medical administrative/executive assistant/secretary	51.1504 = Community health services/counseling
51.0719 = Clinical research coordinator	51.1505 = Marriage and family therapy/counseling
51.0799 = Health and medical administrative services, other	51.1508 = Mental health counseling/counselor
51.0801 = Medical/clinical assistant	51.1701 = Optometry
51.0802 = Clinical/medical laboratory assistant	51.1803 = Ophthalmic technician/technologist
51.0803 = Occupational therapist assistant	51.2001 = Pharmacy
51.0805 = Pharmacy technician/assistant	51.2004 = Medicinal and pharmaceutical chemistry
51.0806 = Physical therapy technician/assistant	51.2010 = Pharmaceutical sciences
51.0808 = Veterinary/animal health technology/technician/assistant	51.2201 = Public health, general
51.0810 = Emergency care attendant (EMT ambulance)	51.2202 = Environmental health
51.0812 = Respiratory therapy technician/assistant	51.2205 = Health/medical physics
51.0814 = Radiologist assistant	51.2207 = Public health education and promotion
51.0899 = Allied health/medical assisting services, other	51.2208 = Community health and preventive medicine
51.0901 = Cardiovascular technology/technologist	51.2209 = Maternal and child health
51.0902 = Electrocardiograph technology/technician	51.2211 = Health services administration
51.0904 = Emergency medical technology/technician (EMT paramedic)	51.2299 = Public health, other
51.0907 = Medical radiologic technology/science/radiation therapist	51.2305 = Music therapy/therapist
51.0908 = Respiratory care therapy/therapist	51.2306 = Occupational therapy/therapist
51.0909 = Surgical technology/technologist	51.2308 = Physical therapy/therapist
51.0910 = Diagnostic sonography/ultrasound technician	51.2309 = Therapeutic recreation/recreational therapy
51.0911 = Radiologic technology/science/radiographer	51.2311 = Kinesiotherapy/kinesiotherapist
51.0913 = Athletic training/trainer	51.2313 = Animal-assisted therapy
51.0920 = Magnetic resonance (MRI) technology/technician	51.2314 = Rehabilitation science
51.1004 = Clinical/medical laboratory technician	51.2501 = Veterinary sciences, general
51.1005 = Clinical laboratory science/medical technology/technologist	51.2507 = Large/food animal and equine surgery/medicine
	51.2601 = Health aide
	51.2602 = Home health aide/home attendant
	51.2604 = Rehabilitation aide
	51.3101 = Dietetics/dietitian
	51.3102 = Clinical nutrition/nutritionist
	51.3199 = Dietetics/clinical nutrition services
	51.3305 = Ayurvedic medicine/Ayurveda
	51.3306 = Holistic health
	51.3501 = Massage therapy/therapeutic massage
	51.3801 = Nursing/registered nurse
	51.3803 = Adult health nurse/nursing
	51.3805 = Family practice nurse
	51.3806 = Maternal/child health and neonatal nurse
	51.3807 = Nurse midwife/nursing midwifery
	51.3808 = Nursing science

*Item included in the BPS:12/14 Abbreviated Interview.

51.3809 = Pediatric nurse/nursing	52.0903 = Tourism and travel services management
51.3812 = Perioperative/operating room/surgical nurse	52.0905 = Restaurant/food services management
51.3814 = Critical care nursing	52.0907 = Meeting and event planning
51.3816 = Emergency room/trauma nursing	52.0908 = Casino management
51.3817 = Nursing education	52.0909 = Hotel, motel, and restaurant management
51.3818 = Nursing practice	52.0999 = Hospitality administration/management, other
51.3819 = Palliative care nursing	52.1001 = Human resources management/personnel administration, general
51.3821 = Geriatric nurse/nursing	52.1002 = Labor and industrial relations
51.3822 = Women's health nurse/nursing	52.1099 = Human resources management and services, other
51.3899 = Registered nursing administration/research/clinical	52.1101 = International business/trade/commerce
51.3901 = Licensed practical/vocational nurse training	52.1201 = Management information systems, general
51.3902 = Nurse/nursing aide/patient care assistant	52.1299 = Management information systems/services, other
51.3999 = Practical/vocational nursing/assistants other	52.1401 = Marketing/marketing management, general
51.9999 = Health professions/related science other	52.1402 = Marketing research
52.0101 = Business/commerce, general	52.1499 = Marketing, other
52.0201 = Business administration and management, general	52.1501 = Real estate
52.0202 = Purchasing, procurement/contracts management	52.1801 = Sales/distribution/marketing operations, general
52.0203 = Logistics materials/supply chain management	52.1802 = Merchandising and buying operations
52.0205 = Operations management and supervision	52.1899 = General merchandising, sales/marketing operations other
52.0206 = Non-profit/public/organizational management	52.1902 = Fashion merchandising
52.0207 = Customer service management	52.1908 = Business/financial services marketing operations
52.0211 = Project management	52.2001 = Construction management
52.0299 = Business/managerial operations, other	52.2101 = Telecommunications management
52.0301 = Accounting	52.9999 = Business, management, marketing, other
52.0302 = Accounting technology/technician/bookkeeping	54.0101 = History, general
52.0304 = Accounting and finance	54.0102 = American history, United States
52.0305 = Accounting and business/management	54.0103 = European history
52.0401 = Administrative assistant/secretarial science, general	60.0199 = Dental residency program, other
52.0407 = Business/office automation/data entry	60.0399 = Veterinary residency programs, other
52.0408 = General office occupations/clerical services	60.0411 = Diagnostic radiology
52.0501 = Business/corporate communications	60.0499 = Medical residency general certificate, other
52.0601 = Business/managerial economics	60.0543 = Neuroradiology
52.0701 = Entrepreneurship/entrepreneurial studies	98.9998 = Not in a degree program
52.0703 = Small business administration/management	99.9999 = Undeclared
52.0799 = Entrepreneurial and small business operations, other	
52.0801 = Finance, general	
52.0899 = Finance/financial management services, other	
52.0901 = Hospitality administration/management, general	

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOT1M01RC*

Other school attendance 1:

B14AOT1GEN01/B14AOT1SPE01 recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code:

B14AOT1GEN01, B14AOT1SPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOT2MAJ01

Other school attendance 1: major 2: string

[If B14AOTCUR01 = 1]

What is your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]?
[else]

What was your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, indicated having a double major, and did not participate in the abbreviated interview.

Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and B14AOTDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AOT2GEN01

Other school attendance 1: major 2: general code

[If B14AOTCUR01 = 1]

What is your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]?
[else]

What was your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014)?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

3 = Natural resources and conservation

5 = Area/ethnic/cultural/gender studies

11 = Computer/information science/support

12 = Personal and culinary services

13 = Education

14 = Engineering

16 = Foreign languages/literature/linguistics

19 = Family/consumer sciences/human sciences

23 = English language and literature/letters

24 = Liberal arts/sciences/general

studies/humanities

26 = Biological and biomedical sciences

27 = Mathematics and statistics

30 = Multi/interdisciplinary studies

31 = Parks/recreation/leisure/fitness studies

38 = Philosophy and religious studies

39 = Theology and religious vocations

40 = Physical sciences

42 = Psychology

43 = Security and protective services

44 = Public administration/social service

45 = Social sciences

47 = Mechanic/repair technologies/technicians

48 = Precision production

50 = Visual and performing arts

*Item included in the BPS:12/14 Abbreviated Interview.

- 51 = Health/related clinical sciences
- 52 = Business/management/marketing/related
- 60 = Residency programs

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, indicated having a double major, and did not participate in the abbreviated interview.

Where: B14AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and B14AOTDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOT2SPE01

Other school attendance 1: major 2: specific code

[If B14AOTCUR01 = 1]

What is your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01]?

[else]

What was your second major or field of study for your [other school attendance 1 program] at [B14AOTSCH01] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 03.0601 = Wildlife, fish/wildlands science/management
- 05.0207 = Women's studies
- 11.0103 = Information technology
- 11.1001 = Network and system administration
- 12.0504 = Restaurant, culinary, and catering management
- 13.0101 = Education, general
- 13.1001 = Special education and teaching, general
- 13.1202 = Elementary education and teaching
- 13.1203 = Junior high/middle school education/teaching
- 13.1210 = Early childhood education/teaching
- 13.1305 = English/language arts teacher education
- 13.1307 = Health teacher education
- 13.1311 = Mathematics teacher education
- 13.1312 = Music teacher education
- 13.1330 = Spanish language teacher education
- 13.1501 = Teacher assistant/aide
- 14.1901 = Mechanical engineering
- 16.0905 = Spanish language and literature

- 19.0101 = Family/consumer sciences/human sciences, general
- 19.0706 = Child development
- 23.0101 = English language and literature, general
- 24.0102 = General studies
- 24.0199 = Liberal arts/sciences, general studies, other
- 26.0101 = Biology/biological sciences, general
- 26.1102 = Biostatistics
- 26.1302 = Marine biology/biological oceanography
- 26.1305 = Environmental biology
- 27.0101 = Mathematics, general
- 30.1101 = Gerontology
- 31.0501 = Health/physical education/fitness, general
- 31.0505 = Kinesiology and exercise science
- 38.0204 = Hindu studies
- 39.0201 = Bible/biblical studies
- 39.0702 = Youth ministry
- 39.0799 = Pastoral counseling/ministries, other
- 40.0501 = Chemistry, general
- 40.0510 = Forensic chemistry
- 40.0699 = Geological/earth sciences/geosciences, other
- 40.0801 = Physics, general
- 42.0101 = Psychology, general
- 42.2803 = Counseling psychology
- 42.2899 = Clinical/counseling/applied psych, other
- 43.0199 = Corrections and criminal justice, other
- 44.0701 = Social work
- 45.0201 = Anthropology
- 45.0401 = Criminology
- 45.0601 = Economics, general
- 45.0999 = International relations/national security, other
- 45.1001 = Political science/government, general
- 45.1101 = Sociology
- 47.0604 = Automotive mechanics technology/technician
- 47.0605 = Diesel mechanics technology/technician
- 47.0615 = Welding technology/welder
- 50.0407 = Fashion/apparel design
- 50.0501 = Drama/dramatics/theatre arts, general
- 50.0701 = Art/art studies, general
- 50.0706 = Intermedia/multimedia
- 50.0999 = Music, other
- 50.1002 = Fine and studio arts management
- 51.0706 = Health information/medical records administration/administrator
- 51.0710 = Medical office assistant/specialist
- 51.0711 = Medical/health management and clinical assistant/specialist
- 51.0713 = Medical insurance coding specialist/coder

*Item included in the BPS:12/14 Abbreviated Interview.

- 51.0904 = Emergency medical technology/technician (EMT paramedic)
- 51.0911 = Radiologic technology/science/radiographer
- 51.0913 = Athletic training/trainer
- 51.1009 = Phlebotomy technician/phlebotomist
- 51.2004 = Medicinal and pharmaceutical chemistry
- 51.2208 = Community health and preventive medicine
- 51.3803 = Adult health nurse/nursing
- 51.3809 = Pediatric nurse/nursing
- 52.0201 = Business administration and management, general
- 52.0299 = Business/managerial operations, other
- 52.0301 = Accounting
- 52.0305 = Accounting and business/management
- 52.0407 = Business/office automation/data entry
- 52.0501 = Business/corporate communications
- 52.0601 = Business/managerial economics
- 52.0801 = Finance, general
- 52.0808 = Public finance
- 52.0905 = Restaurant/food services management
- 52.0909 = Hotel, motel, and restaurant management
- 52.1001 = Human resources management/personnel administration, general
- 52.1099 = Human resources management and services, other
- 52.1101 = International business/trade/commerce
- 52.1201 = Management information systems, general
- 52.1401 = Marketing/marketing management, general
- 52.9999 = Business, management, marketing, other
- 60.0577 = Sports medicine

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were not enrolled in a graduate program or taking graduate classes, indicated having a double major, and did not participate in the abbreviated interview.

Where: B14.AOTSCHENR = 1 and [other school attendance 1 enrollment level was not graduate level] and

B14.AOTDBLM01 = 2 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOT2M01RC*

Other school attendance 1:

B14.AOT2GEN01/B14.AOT2SPE01 recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not

select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code:

B14AOT2GEN01, B14AOT2SPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTMJCH01

Other school attendance 1: number of formal major changes

[If B14AOTCUR01 = 1]

How many times have you formally changed your major at [B14AOTSCH01] for your [other school attendance 1 program]?

[else]

How many times did you formally change your major at [B14AOTSCH01] for your [other school attendance 1 program] [if [began interview on or after July 1, 2014]] when you last attended there before July 2014)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Never changed major

1 = Changed major once

2 = Changed major more than once

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an associate's or bachelor's degree, declared a single or double a major, other school attendance 1 was a 2- or 4-year school, and did not participate in the abbreviated interview. Where: B14.AOTSCHENR = 1 and [other school attendance 1 for associate's or bachelor's degree] and B14.AOTDBLM01 in (1 2) and B14.AOTLEVL01 in (1 2) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTOMAJ01

Other school attendance 1: original major: string

What was your original declared major for your [other school attendance 1 program] at [B14AOTSCH01]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an associate's or bachelor's degree, indicated changing their major at least once, and did not participate in the abbreviated interview. Where:

B14AOTSCHENR = 1 and [other school attendance 1 for associate's or bachelor's degree] and B14AOTMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AOTOGEN01

Other school attendance 1: original major: general code

What was your original declared major for your [other school attendance 1 program] at [B14AOTSCH01]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 1 = Agriculture/operations/related sciences
- 3 = Natural resources and conservation
- 4 = Architecture and related services
- 5 = Area/ethnic/cultural/gender studies
- 9 = Communication, journalism, related
- 10 = Communication technology and support
- 11 = Computer/information science/support
- 12 = Personal and culinary services
- 13 = Education
- 14 = Engineering
- 15 = Engineering technologies/technicians
- 16 = Foreign languages/literature/linguistics
- 19 = Family/consumer sciences/human sciences
- 22 = Legal professions and studies
- 23 = English language and literature/letters
- 24 = Liberal arts/sciences/general studies/humanities
- 26 = Biological and biomedical sciences
- 27 = Mathematics and statistics
- 30 = Multi/interdisciplinary studies
- 31 = Parks/recreation/leisure/fitness studies
- 38 = Philosophy and religious studies
- 40 = Physical sciences
- 42 = Psychology
- 43 = Security and protective services
- 44 = Public administration/social service
- 45 = Social sciences
- 46 = Construction trades
- 47 = Mechanic/repair technologies/technicians
- 48 = Precision production
- 49 = Transportation and materials moving
- 50 = Visual and performing arts
- 51 = Health/related clinical sciences

52 = Business/management/marketing/related

54 = History

60 = Residency programs

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an associate's or bachelor's degree, indicated changing their major at least once, and did not participate in the abbreviated interview. Where:

B14AOTSCHENR = 1 and [other school attendance 1 for associate's or bachelor's degree] and B14AOTMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOTOSPE01

Other school attendance 1: original major: specific code

What was your original declared major for your [other school attendance 1 program] at [B14AOTSCH01]?

NOTES: The 2010 Classification of Instructional Programs (CIP) was used to code these data. See <http://nces.ed.gov/ipeds/cipcode/> for more information on the CIP. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If respondents selected a major that they previously indicated then the selected major was recoded in this variable.

- 01.0801 = Agricultural/extension education services
- 01.0901 = Animal sciences, general
- 01.1102 = Agronomy and crop science
- 03.0104 = Environmental science
- 04.0201 = Architecture
- 05.0124 = French studies
- 05.0207 = Women's studies
- 09.0100 = Communication, general
- 09.0102 = Mass communication/media studies
- 09.0199 = Communication/media studies, other
- 09.0401 = Journalism
- 09.0900 = Public relations/advertising
- 09.0901 = Organizational communication, general
- 09.0906 = Sports communication
- 10.0203 = Recording arts technology/technician
- 10.0304 = Animation/interactive technology/video graphic
- 11.0103 = Information technology
- 11.0201 = Computer programming/programmer, general
- 11.0701 = Computer science
- 11.0801 = Web page, digital/multimedia/design
- 12.0500 = Cooking/related culinary arts, general
- 12.0503 = Culinary arts/chef training
- 13.0101 = Education, general
- 13.0201 = Bilingual and multilingual education
- 13.1001 = Special education and teaching, general

*Item included in the BPS:12/14 Abbreviated Interview.

13.1015 = Education/teaching early childhood special education	26.0102 = Biomedical sciences, general
13.1017 = Education/teaching elementary special education	26.0202 = Biochemistry
13.1202 = Elementary education and teaching	26.0207 = Structural biology
13.1205 = Secondary education and teaching	26.0407 = Cell biology and anatomy
13.1210 = Early childhood education/teaching	26.0502 = Microbiology, general
13.1299 = Teacher education/professional development, other level/methods	26.0701 = Zoology/animal biology
13.1302 = Art teacher education	26.0801 = Genetics, general
13.1303 = Business teacher education	26.0908 = Exercise physiology
13.1305 = English/language arts teacher education	26.1201 = Biotechnology
13.1311 = Mathematics teacher education	26.1302 = Marine biology/biological oceanography
13.1312 = Music teacher education	26.1310 = Ecology and evolutionary biology
13.1314 = Physical education teaching and coaching	26.1501 = Neuroscience
13.1316 = Science teacher education	26.9999 = Biological/biomedical sciences, other
13.1330 = Spanish language teacher education	27.0101 = Mathematics, general
14.0101 = Engineering, general	30.1901 = Nutrition sciences
14.0102 = Pre-engineering	30.2001 = International/global studies
14.0401 = Architectural engineering	30.2701 = Human biology
14.0501 = Bioengineering/biomedical engineering	30.3201 = Marine sciences
14.0801 = Civil engineering, general	31.0504 = Sport and fitness administration/management
14.0899 = Civil engineering, other	31.0505 = Kinesiology and exercise science
14.0901 = Computer engineering, general	31.0601 = Outdoor education
14.0999 = Computer engineering, other	38.0101 = Philosophy
14.1001 = Electric/electronics/communications engineering	38.0201 = Religion/religious studies
14.1901 = Mechanical engineering	38.0203 = Christian studies
15.0401 = Biomedical technology/technician	40.0501 = Chemistry, general
15.0506 = Water quality and wastewater treatment	40.0699 = Geological/earth sciences/geosciences, other
15.0803 = Automotive engineering technology/technician	42.0101 = Psychology, general
15.0999 = Mining/petroleum technology/technicians, other	42.2707 = Social psychology
15.1201 = Computer engineering technology/technician	42.2803 = Counseling psychology
15.1302 = CAD/CADD drafting/design technology/technician	42.2807 = Clinical child psychology
15.9999 = Engineering technology/technicians, other	42.2813 = Applied psychology
16.0901 = French language and literature	43.0102 = Corrections
16.1601 = American Sign Language (ASL)	43.0103 = Criminal justice/law enforcement administration
19.0706 = Child development	43.0107 = Criminal justice/police science
19.0707 = Family and community services	43.0111 = Criminalistics and criminal science
22.0001 = Pre-law studies	43.0199 = Corrections and criminal justice, other
22.0205 = Banking/corporate/finance/securities law	43.0203 = Fire science/firefighting
23.0101 = English language and literature, general	43.0301 = Homeland security
23.1302 = Creative writing	44.0501 = Public policy analysis
23.1399 = Rhetoric/composition/writing, other	44.0701 = Social work
23.1401 = General literature	45.0101 = Social science, general
24.0101 = Liberal arts/sciences/liberal studies	45.0401 = Criminology
24.0102 = General studies	45.0601 = Economics, general
24.0199 = Liberal arts/sciences, general studies, other	45.0901 = International relations/affairs
26.0101 = Biology/biological sciences, general	45.1001 = Political science/government, general
	45.1099 = Political science and government, other
	45.1101 = Sociology
	46.0412 = Building/construction site management
	47.0199 = Electric/electronics maintenance/repair, other
	48.0508 = Welding technology/welder
	49.0101 = Aeronautics/aviation/aerospace science/technology, general

*Item included in the BPS:12/14 Abbreviated Interview.

50.0102 = Digital arts	51.2208 = Community health and preventive medicine
50.0301 = Dance, general	51.2211 = Health services administration
50.0404 = Industrial and product design	51.2299 = Public health, other
50.0408 = Interior design	51.2306 = Occupational therapy/therapist
50.0409 = Graphic design	51.2308 = Physical therapy/therapist
50.0410 = Illustration	51.3101 = Dietetics/dietitian
50.0411 = Game and interactive media design	51.3199 = Dietetics/clinical nutrition services
50.0499 = Design and applied arts, other	51.3306 = Holistic health
50.0501 = Drama/dramatics/theatre arts, general	51.3801 = Nursing/registered nurse
50.0502 = Technical theatre/design/technology	51.3803 = Adult health nurse/nursing
50.0601 = Film/cinema/video studies	51.3805 = Family practice nurse
50.0605 = Photography	51.3808 = Nursing science
50.0699 = Film/video and photographic arts, other	51.3809 = Pediatric nurse/nursing
50.0701 = Art/art studies, general	51.3811 = Public health/community nurse/nursing
50.0708 = Painting	51.3814 = Critical care nursing
50.0799 = Fine arts and art studies, other	51.3816 = Emergency room/trauma nursing
50.0901 = Music, general	51.3817 = Nursing education
50.1001 = Arts, entertainment, media management, general	51.3818 = Nursing practice
50.1003 = Music management	51.3899 = Registered nursing administration/research/clinical
51.0000 = Health services/allied health, general	51.3901 = Licensed practical/vocational nurse training
51.0001 = Health and wellness, general	51.3902 = Nurse/nursing aide/patient care assistant
51.0503 = Oral biology, oral/maxillofacial pathology	51.9999 = Health professions/related science other
51.0602 = Dental hygiene/hygienist	52.0101 = Business/commerce, general
51.0701 = Health/health care administration/management	52.0201 = Business administration and management, general
51.0707 = Health information/medical records technology/technician	52.0206 = Non-profit/public/organizational management
51.0708 = Medical transcription/transcriptionist	52.0299 = Business/managerial operations, other
51.0709 = Medical office computer specialist/assistant	52.0301 = Accounting
51.0713 = Medical insurance coding specialist/coder	52.0302 = Accounting technology/technician/bookkeeping
51.0799 = Health and medical administrative services, other	52.0304 = Accounting and finance
51.0801 = Medical/clinical assistant	52.0305 = Accounting and business/management
51.0805 = Pharmacy technician/assistant	52.0501 = Business/corporate communications
51.0806 = Physical therapy technician/assistant	52.0601 = Business/managerial economics
51.0808 = Veterinary/animal health technology/technician/assistant	52.0703 = Small business administration/management
51.0899 = Allied health/medical assisting services, other	52.0801 = Finance, general
51.0904 = Emergency medical technology/technician (EMT paramedic)	52.0899 = Finance/financial management services, other
51.0910 = Diagnostic sonography/ultrasound technician	52.0901 = Hospitality administration/management, general
51.0911 = Radiologic technology/science/radiographer	52.0905 = Restaurant/food services management
51.0912 = Physician assistant	52.0909 = Hotel, motel, and restaurant management
51.0913 = Athletic training/trainer	52.0999 = Hospitality administration/management, other
51.1101 = Pre-dentistry studies	52.1101 = International business/trade/commerce
51.1102 = Pre-medicine/pre-medical studies	52.1201 = Management information systems, general
51.1105 = Pre-nursing studies	52.1302 = Business statistics
51.2001 = Pharmacy	
51.2201 = Public health, general	

*Item included in the BPS:12/14 Abbreviated Interview.

- 52.1401 = Marketing/marketing management, general
 52.1801 = Sales/distribution/marketing operations, general
 52.1899 = General merchandising, sales/marketing operations other
 52.1902 = Fashion merchandising
 52.1905 = Tourism/travel services marketing operations
 52.1908 = Business/financial services marketing operations
 52.2001 = Construction management
 52.9999 = Business, management, marketing, other
 54.0101 = History, general
 60.0411 = Diagnostic radiology

Applies to: Respondents who attended at least one school other than NPSAS since July 2011, were enrolled in an associate's or bachelor's degree, indicated changing their major at least once, and did not participate in the abbreviated interview. Where: B14AOTSCHENR = 1 and [other school attendance 1 for associate's or bachelor's degree] and B14AOTMJCH01 > 0 and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010 Classification of Instructional Programs (CIP)

B14AOTOM01RC*

Other school attendance 1:

B14AOTOGEN01/B14AOTOSPE01 recode flag

NOTES: Respondents entered their major into an internal database built into the instrument and selected a CIP code representing their major. Some CIP codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select a CIP code, expert coders attempted to upcode this major. In the event expert coders recoded a new CIP code or upcoded a CIP code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new CIP code: B14AOTOGEN01, B14AOTOSPE01. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTOTSM01*

Other school attendance 1: additional attendance for same degree/certificate type

You just told us about the [other school attendance 1 program] you were awarded [if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9 and [major 2 for other school attendance 1] ne -9} in

[major 1 for other school attendance 1] and [major 2 for other school attendance 1] {else if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9} in [major 1 for other school attendance 1] at [B14AOTSCH01] [if B14AOTDGMY01 ne -9} in [B14AOTDGMY01] {else if [year of B14AOTDGMY01] ne -9} in [year of B14AOTDGMY01]. Other than for that [other school attendance 1 program], [if [began interview before July 1, 2014]} have you attended {else} did you attend [B14AOTSCH01] at any time [if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for an additional [other school attendance 1 program] you have not yet told us about? [If B14AOTDEG01 in (3 4)} Changes in major or field of study at [B14AOTSCH01] for your ({B14AOTDEG01 = 4} bachelor's {else} associate's) degree do not count as additional enrollment.]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No additional attendance for same degree/certificate type

1 = Yes, additional attendance for same degree/certificate type

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and completed their undergraduate certificate or diploma, associate's degree, bachelor's degree, or post-baccalaureate certificate at other school 1. Where: B14AOTSCHENR = 1 and B14AOTCMPD01 = 1 and B14AOTDEG01 in (2 3 4 6).

Source: BPS:12/14 Full-Scale Student Interview

B14AOTDGSC01*

Other school attendance 1: additional attendance July 2011-June 2014

[If COMPMODE = 0]

Besides the enrollment at [B14AOTSCH01] listed above, [if [began interview before July 1, 2014]} have you attended {else} did you attend [B14AOTSCH01] at any time [if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for anything else? [else]

You already told me that at [B14AOTSCH01] you have worked on:

[If B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9 and [major 2 for other school attendance 1] ne -9} [other school attendance 1 program] [major 1 for other school attendance 1] and [major 2 for other school attendance 1] {else if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9} [other school attendance 1 program] [major 1 for other school attendance 1]]

*Item included in the BPS:12/14 Abbreviated Interview.

Besides this enrollment, [{if [began interview before July 1, 2014]} have you attended {else} did you attend] [B14AOTSCH01] at any time [{if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for anything else?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No, additional attendance at this school

1 = Yes, additional attendance at this school

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and did not have additional enrollment for the same degree/certificate type at other school 1. Where: B14AOTSCHENR = 1 and B14AOTOTSM01 ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AOTOTDG01*

Other school attendance 1: attendance at another school

[If COMPMODE = 0]

Besides this enrollment at the schools listed above [{if B14ASTDABR = 1} and not including any schools where you studied abroad], [{if [began interview before July 1, 2014]} have you attended {else} did you attend] any other schools at any time [{if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for anything else?

[else]

You already told us that you have worked on:

[NPSAS] [program at NPSAS started 2011-12] [{if TDEGREE = 2 and [major 1 for NPSAS program started 2011-12] ne -9 and [major 2 for NPSAS program started 2011-12] ne -9} [major 1 for NPSAS program started 2011-12] and [major 2 for NPSAS program started 2011-12] {else if TDEGREE = 2 and [major 1 for NPSAS program started 2011-12] ne -9}} [major 1 for NPSAS program started 2011-12]

[NPSAS] [NPSAS other attendance 1 program] [{if B14ANPDEG01 = 2 and [major 1 for NPSAS other attendance 1] ne -9 and [major 2 for NPSAS other program 1] ne -9} [major 1 for NPSAS other attendance 1] and [major 2 for NPSAS other attendance 1] {else if B14ANPDEG01 = 2 and [major 1 for NPSAS other attendance 1] ne -9}} [major 1 for NPSAS other attendance 1]

[NPSAS] [NPSAS other attendance 2 program] [{if B14ANPDEG02 = 2 and [major 1 for NPSAS other attendance 2] ne -9 and [major 2 for NPSAS other attendance 2] ne -9} [major 1 for NPSAS other attendance 2] and [major 2 for NPSAS other attendance 2] {else if B14ANPDEG02 = 2 and [major 1 for NPSAS other attendance 2] ne -9}} [major 1 for NPSAS other attendance 2]

[NPSAS] [NPSAS other attendance 3 program] [{if B14ANPDEG03 = 2 and [major 1 for NPSAS other attendance 3] ne -9 and [major 2 for NPSAS other attendance 3] ne -9} [major 1 for NPSAS other attendance 3] and [major 2 for NPSAS other attendance 3] {else if B14ANPDEG03 = 2 and [major 1 for NPSAS other attendance 3] ne -9}} [major 1 for NPSAS other attendance 3]

[NPSAS] [NPSAS other attendance 4 program] [{if B14ANPDEG04 = 2 and [major 1 for NPSAS other attendance 4] ne -9 and [major 2 for NPSAS other attendance 4] ne -9} [major 1 for NPSAS other attendance 4] and [major 2 for NPSAS other attendance 4] {else if B14ANPDEG04 = 2 and [major 1 for NPSAS other attendance 4] ne -9}} [major 1 for NPSAS other attendance 4]

[NPSAS] [NPSAS other attendance 5 program] [{if B14ANPDEG05 = 2 and [major 1 for NPSAS other attendance 5] ne -9 and [major 2 for NPSAS other attendance 5] ne -9} [major 1 for NPSAS other attendance 5] and [major 2 for NPSAS other attendance 5] {else if B14ANPDEG05 = 2 and [major 1 for NPSAS other attendance 5] ne -9}} [major 1 for NPSAS other attendance 5]

[B14AOTSCH01] [other school attendance 1 program] [{if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9 and [major 2 for other school attendance 1] ne -9} [major 1 for other school attendance 1] and [major 2 for other school attendance 1] {else if B14AOTDEG01 = 2 and [major 1 for other school attendance 1] ne -9}} [major 1 for other school attendance 1]]

Besides this enrollment [{if B14ASTDABR = 1} and not including any schools where you studied abroad], [{if [began interview before July 1, 2014]} have you attended {else} did you attend] any other schools at any time [{if [began interview before July 1, 2014]} between July 2011 and today {else} between July 2011 and June 2014] for anything else?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No additional attendance at another school

1 = Yes, additional attendance at another school

Applies to: Respondents who attended at least one school other than NPSAS since July 2011 and did not have additional enrollment at other school 1. Where: B14AOTSCHENR = 1 and B14AOTOTSM01 ne 1 and B14AOTDGSC01 ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

Loops 2-4 have not been included in the facsimile.

B14ACONTENR*

Will attend primary school for current degree/certificate, July 2014-Dec 2014

[If [primary school] ne -9 and [highest current or most recent degree or certificate] ne -9]

Will you continue to attend [primary school] for your [highest current or most recent degree or certificate] at any time between July 2014 and December 2014?

[else]

Will you continue to attend school for your current degree or certificate at any time between July 2014 and December 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Will not attend for current degree/certificate

1 = Yes, will attend for current degree/certificate

Applies to: Respondents who will not continue to attend NPS.AS for their current degree/certificate between July 2014 and December 2014, are currently attending any school, and are not currently attending NPS.AS school or primary school is different from NPS.AS. Where: B14.ACONTENRA ne 1 and [currently attending any school for degree/certificate] and ([not currently attending NPS.AS for degree/certificate] or ([primary school] ne Y_NPSCHL)).

Source: BPS:12/14 Full-Scale Student Interview

B14AENRPLN*

Plan to attend for degree/certificate between July 2014 and December 2014

Now, we are interested in your plans for attendance at ANY college, university or trade school between the months of July 2014 and December 2014. At any time between July 2014 and December 2014, [{if [began interview on or after July 1, 2014]} have you attended or] will you attend school for any degree or certificate?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not plan to attend for any degree/certificate

1 = Yes, planned to attend for a degree/certificate

Applies to: Respondents who did not plan to attend NPS.AS for current degree/certificate program between July 2014 and December 2014 and did not plan to attend their primary school for current degree/certificate program between July 2014 and December 2014. Where: B14.ACONTENRA ne 1 and B14.ACONTENR ne 1.

Source: BPS:12/14 Full-Scale Student Interview

TCOMPLETER*

Completed degree or certificate, no current, and no future degree or certificate

TCOMPLETER is a calculated variable to indicate if the respondent had completed a degree or certificate, was not currently attending any school for a degree or certificate, and did not plan to attend for a degree or certificate at any time between July 2014 and December 2014.

If (B14ACMPDGN = 1 or B14ANPCMPD** in any iteration = 1 or B14AOTCMPD** in any iteration = 1) and [not currently attending any school for degree or certificate] and B14AENRPLN ne 1 then

TCOMPLETER = 1;

else TCOMPLETER = 0.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No completed degree or current attendance or future degree/certificate

1 = Completed degree, no current attendance, and no future degree

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

TLEAVER*

No completed, no current, and no future degree or certificate

TLEAVER is a calculated variable to indicate if the respondent had not completed a degree or certificate, was not currently attending any school for a degree or certificate at any school, and did not plan to attend for a degree or certificate at any time between July 2014 and December 2014.

If (B14ACMPDGN ne 1 and B14ANPCMPD** in all iterations ne 1 and B14AOTCMPD** in all iterations ne 1) and [not currently attending any school for degree or certificate] and B14AENRPLN ne 1 then

TLEAVER = 1;

else TLEAVER = 0.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Completed degree or current attendance or future degree/certificate

1 = No completed degree, no current attendance and no future degree/certificate

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

TPRMSCHID*

Primary school: IPEDS ID

NOTES: TPRMSCHID is an internal variable that displays the IPEDS ID that corresponds to the name of the respondent's primary school. If the respondent only attended one school in the 2013-14 academic year

*Item included in the BPS:12/14 Abbreviated Interview.

then that school is the primary school. Respondents for whom NPSAS is the only school provided in the Enrollment section then NPSAS is the primary school. If no primary school can be calculated, the respondent is asked to select their primary school from a pick list. The institution identification number from the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) is provided when the institution is selected in the BPS:12/14 full-scale interview. See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS.

IPEDS identification numbers of 99999* are given to schools that cannot be found in IPEDS:

999996 - Foreign school

999997 - City known, school not found

999998 - City unknown, state known

999999 - State unknown

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview, IPEDS 2011-13

B14AEXNMY

Expected completion date for current/ most recent degree/ certificate

In what month and year do you expect to complete the requirements for your [highest current or most recent degree or certificate]?

NOTES: B14AEXNMY is presented in YYYYMM format. Month values of 00 indicate a missing month. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were pursuing an undergraduate degree/ certificate, did not complete their pursued degree/ certificate, were a NPSAS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, did not indicate that they expected not to complete their pursued degree/ certificate or did not know if they would complete their pursued degree/ certificate, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/ certificate since July 2011] and [did not complete pursued degree/ certificate] and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and B14AEXPX ne 1 and B14AEXPDK ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXPX

Expected completion date current/ most recent degree/ certificate: will not finish

In what month and year do you expect to complete the requirements for your [highest current or most recent degree or certificate]?

Will not finish the [highest current or most recent degree or certificate]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Expected to finish pursued degree

1 = Did not expect to finish pursued degree

Applies to: Respondents who were pursuing an undergraduate degree/ certificate, did not complete their pursued degree/ certificate, were a NPSAS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/ certificate since July 2011] and [did not complete pursued degree/ certificate] and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXPDK

Expected completion date current/ most recent degree/ certificate: don't know

In what month and year do you expect to complete the requirements for your [highest current or most recent degree or certificate]?

Don't know

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Expected completion date provided

1 = Don't know expected completion date

Applies to: Respondents who were pursuing an undergraduate degree/ certificate, did not complete their pursued degree/ certificate, were a NPSAS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/ certificate since July 2011] and [did not complete pursued degree/ certificate] and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14AEXNCONF

Likelihood to complete current/ most recent degree/ certificate by expected date

[If B14AEXPDK = 1 or (B14AEXNMY = -9 and B14AEXPDK ne 1 and B14AEXPDK ne 1)]

On a scale from 0-10, how likely is it you will finish your [highest current or most recent degree or certificate] within five years from today? [{If COMPMODE = 1} A “0” means “no chance at all” and a “10” means “absolutely certain.”]

[else if B14AEXNMY > 0 and B14AEXNMY < 202200]

On a scale from 0-10, how likely is it you will finish your [highest current or most recent degree or certificate] by [B14AEXNMY]? [{If COMPMODE = 1} A “0” means “no chance at all” and a “10” means “absolutely certain.”]

[else]
On a scale from 0-10, how likely is it you will finish your [highest current or most recent degree or certificate] by [B14AEXNMY]? [{If COMPMODE = 1} A “0” means “no chance at all” and a “10” means “absolutely certain.”]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

8 = 8

9 = 9

10 = 10

Applies to: Respondents who were pursuing an undergraduate degree/ certificate, did not complete their pursued degree/ certificate, were a NPSAS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, expected to receive their pursued degree/ certificate before 2021, did not indicate that they would not complete their degree/ certificate, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/ certificate since July 2011] and [did not complete pursued degree/ certificate] and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and B14AEXPDK ne 1 and [year of B14AEXNMY < 2021] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXNCONF2

Likelihood to ever complete current/ most recent degree/ certificate
[If B14AEXNMY > 0 and B14AEXNMY < 202200]

On a scale from 0-10, how likely is it you will ever finish your [highest current or most recent degree or certificate], even if it is not by [B14AEXNMY]? [{If COMPMODE = 1} A “0” means “no chance at all” and a “10” means “absolutely certain.”]

[else]
On a scale from 0-10, how likely is it you will ever finish your [highest current or most recent degree or certificate]? [{If COMPMODE = 1} A “0” means “no chance at all” and a “10” means “absolutely certain.”]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14AEXNCONF = 10 then
B14AEXNCONF2 = 10.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

8 = 8

9 = 9

10 = 10

Applies to: Respondents who were pursuing an undergraduate degree/ certificate, did not complete their pursued degree/ certificate, were a NPSAS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, expected to receive their pursued degree/ certificate before 2021, did not indicate that they would not complete their degree/ certificate, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/ certificate since July 2011] and [did not complete pursued degree/ certificate] and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and B14AEXPDK ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AKNOWCLAS

Know requirements to complete current/ most recent degree/ certificate

Using a number from 1 to 5 where a 1 means “strongly disagree” and a 5 means “strongly agree,” respond to the following statement: I know the requirements needed to complete my [highest current or most recent degree or certificate].

*Item included in the BPS:12/14 Abbreviated Interview.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were pursuing an undergraduate degree/certificate, did not complete their pursued degree/certificate, were a NPSAS nonrespondent or attended any school in 2012-13 or 2013-14, were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and did not participate in the abbreviated interview. Where: [Pursued an undergraduate degree/certificate since July 2011] and [did not complete pursued degree/certificate] and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and TLEAVER = 0 and TCOMPLETER = 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXPEVR*

Highest level of education ever expected

Next, we want to ask you about your long-term plans for school and work. Because these are questions about the future, if you aren't sure of your answers, please provide your best guess. What is the highest level of education you ever expect to complete at any school?

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Undergraduate-level courses
- 2 = Undergraduate certificate or diploma
- 3 = Associate's degree
- 4 = Bachelor's degree
- 5 = Graduate-level courses
- 6 = Post-baccalaureate certificate
- 7 = Master's degree
- 8 = Post-master's certificate
- 9 = Doctoral degree – research/scholarship
- 10 = Professional doctoral degree

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14APRDOCTYP

Type of professional practice doctoral degree expected

What specific degree do you expect to complete?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Chiropractic (DC/DCM)

*Item included in the BPS:12/14 Abbreviated Interview.

- 2 = Dentistry (DDS/DMD)
- 3 = Law (JD/LLB)
- 4 = Medicine (MD) or osteopathic medicine (DO)
- 5 = Ministry or divinity
(MDiv/DMin/MHL/BD/ordination)
- 6 = Optometry (OD)
- 7 = Pharmacy (PharmD)
- 8 = Podiatry (DPM/DP/PodD)
- 9 = Veterinary medicine (DVM)
- 10 = Other degree not listed

Applies to: Respondents whose highest expected degree was a professional practice doctoral degree and did not participate in the abbreviated interview. Where: B14AEXPEVR = 10 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AHIEXPLKL

Likelihood to complete highest level of education ever expected

On a scale from 0-10, how likely is it that you will ever finish your [if B14AEXPEVR = 10] [professional practice doctoral degree type expected] degree {else if B14AEXPEVR ne -9} [highest level of education ever expected]]? [If COMPMODE = 1 and (B14AEXPN = 1 or TCOMPLETER = 1 or TLEAVER = 1)] A “0” means “no chance at all” and a “10” means “absolutely certain.” {else} (A “0” means “no chance at all” and a “10” means “absolutely certain.”)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [completed highest current or most recent degree/certificate] and B14AEXPEVR = [highest current or most recent degree/certificate] and (TLEAVER = 1 or TCOMPLETER = 1) and ABBREV ne 1 then B14AHIEXPLKL = 10.

- 0 = 0
- 1 = 1
- 2 = 2
- 3 = 3
- 4 = 4
- 5 = 5
- 6 = 6
- 7 = 7
- 8 = 8
- 9 = 9
- 10 = 10

Applies to: Respondents whose highest expected degree is higher than undergraduate classes, and were not currently attending for a degree/certificate, completed a degree/certificate or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, or whose highest expected degree is greater than their currently pursued degree/certificate, and did not participate in the abbreviated interview. Where: B14AEXPEVR > 1 and (TLEAVER = 1 or TCOMPLETER = 1 or B14AEXPEVR > [highest current or most recent degree/certificate]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXPBA*

Plan to continue to a bachelor's degree program within two years
Do you plan to continue on to a bachelor's degree program within the next two years? (A bachelor's degree is usually awarded by a 4-year college or university and usually requires at least 4 years of full-time, college-level work.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not plan to continue to bachelor's degree

1 = Yes, planned to continue to bachelor's degree

Applies to: Respondents who had not enrolled in a bachelor's degree program in 2012-13 or 2013-14 and expected to complete a bachelor's degree or higher. Where: [Have not enrolled in a bachelor's degree program in 2012-13 or 2013-14] and B14AEXPEVR >= 4.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXJBTL

Expected occupation: job title

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate]]

When you started your [highest current or most recent degree or certificate], what was the title of the job you wanted to have once you finished your education?

What did you think you would do in that job?

[else if B14AEXPBN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]

What is the title of the job you want to have five years from now? What do you think you will do in that job?

[else if B14AEXPEVR = [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest current or most recent degree or certificate] in your field of study? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]

What is the title of the job you want to have after you complete your [professional practice doctoral degree type expected] degree? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest level of education ever expected]? What do you think you will do in that job?

[else]
What is the title of the job you want to have after you complete your education? What do you think you will do in that job?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [selected preloaded expected occupation pick list] then B14AEXJBTL = [preloaded expected job title].

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and

([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AEXJBDY

Expected occupation: job duties

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate]]

When you started your [highest current or most recent degree or certificate], what was the title of the job you wanted to have once you finished your education?

What did you think you would do in that job?

[else if B14AEXPBN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]

What is the title of the job you want to have five years from now? What do you think you will do in that job?

[else if B14AEXPEVR = [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest current or most recent degree or certificate] in your field of study? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]

What is the title of the job you want to have after you complete your [professional practice doctoral degree type expected] degree? What do you think you will do in that job?

*Item included in the BPS:12/14 Abbreviated Interview.

[else if B14AEXPEVR > [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest level of education ever expected]? What do you think you will do in that job? [else]

What is the title of the job you want to have after you complete your education? What do you think you will do in that job?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [selected preloaded expected occupation pick list] then B14AEXJBDY = [preloaded expected job duties].

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.
Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14AEXOCC2

Expected occupation: major group occupation code

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate]]

When you started your [highest current or most recent degree or certificate], what was the title of the job you wanted to have once you finished your education?

What did you think you would do in that job?

[else if B14AEXPEN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]

What is the title of the job you want to have five years from now? What do you think you will do in that job? [else if B14AEXPEVR = [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest current or most recent degree or certificate] in your field of study? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]

What is the title of the job you want to have after you complete your [professional practice doctoral degree type expected] degree? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate]]

What is the title of the job you want to have after you complete your [highest level of education ever expected]? What do you think you will do in that job?

*Item included in the BPS:12/14 Abbreviated Interview.

[else]

What is the title of the job you want to have after you complete your education? What do you think you will do in that job?

NOTES: 2010-13 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See

<http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [selected preloaded expected occupation pick list] then B14AEXOCC2 = [first two digits of preloaded expected occupation code].

-1 = {Don't know}

11 = Management occupations

13 = Business/financial operation occupations

15 = Computer and mathematical occupations

17 = Architecture and engineering occupations

19 = Life, physical, social science occupations

21 = Community/social services occupations

23 = Legal occupations

25 = Education, training, library occupations

27 = Arts, design, entertainment, sports, and media

29 = Healthcare practitioners/technical

31 = Healthcare support occupations

33 = Protective service occupations

35 = Food prep/serving related occupations

37 = Building/grounds cleaning/maintenance

39 = Personal care and service occupations

41 = Sales and related occupations

43 = Office/administrative support occupation

45 = Farming, fishing, forestry occupations

47 = Construction and extraction occupations

49 = Installation, maintenance, repair

51 = Production occupations

53 = Transportation/material moving

55 = Military specific occupations

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010-13 Occupational Information Network (O*NET)

B14AEXOCC3

Expected occupation: minor group occupation code

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate]]

When you started your [highest current or most recent degree or certificate], what was the title of the job you wanted to have once you finished your education?
 What did you think you would do in that job?
 [else if B14AEXPXN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]
 What is the title of the job you want to have five years from now? What do you think you will do in that job?
 [else if B14AEXPEVR = [highest current or most recent degree or certificate]]
 What is the title of the job you want to have after you complete your [highest current or most recent degree or certificate] in your field of study? What do you think you will do in that job?
 [else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]
 What is the title of the job you want to have after you complete your [professional practice doctoral degree type expected] degree? What do you think you will do in that job?
 [else if B14AEXPEVR > [highest current or most recent degree or certificate]]
 What is the title of the job you want to have after you complete your [highest level of education ever expected]? What do you think you will do in that job?
 [else]
 What is the title of the job you want to have after you complete your education? What do you think you will do in that job?

NOTES: 2010-13 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [selected preloaded expected occupation pick list] then B14AEXOCC3 = [first three digits of preloaded expected occupation code].

- 1 = {Don't know}
- 111 = Top executives
- 112 = Advertising/marketing/etc. manager
- 113 = Operations specialties manager
- 119 = Other management
- 131 = Business operations specialist
- 132 = Financial specialist
- 151 = Computer specialist
- 152 = Mathematical science
- 171 = Architects, surveyors, and cartographers
- 172 = Engineers
- 173 = Drafter/engineering/mapping technician
- 191 = Life scientists
- 192 = Physical scientists
- 193 = Social scientists and related workers
- 194 = Life/physical/social science technician
- 211 = Counselor/social worker/other specialist
- 212 = Religious workers

- 231 = Lawyers, judges, and related workers
- 232 = Legal support workers
- 251 = Postsecondary teacher
- 252 = Primary/secondary/special education teacher
- 253 = Other teachers and instructors
- 254 = Librarians, curators, and archivists
- 259 = Other education/training/library
- 271 = Art and design workers
- 272 = Entertainer/performer/sports/related
- 273 = Media and communication
- 274 = Media and communication equipment
- 291 = Health diagnosing/treating practitioner
- 292 = Health technologists and technicians
- 299 = Other healthcare practitioner/technical
- 311 = Nursing/psychiatric/home health aide
- 312 = Occupational/physical therapist aide
- 319 = Other healthcare support
- 331 = First-line manager, protective service
- 332 = Firefighting and prevention
- 333 = Law enforcement
- 339 = Other protective service
- 351 = Supervisor, food preparation and serving
- 352 = Cooks and food preparation
- 353 = Food and beverage serving
- 359 = Other food preparation/serving related
- 371 = Supervisor, building/grounds maintenance
- 372 = Building cleaning and pest control
- 373 = Grounds maintenance
- 391 = Supervisor, personal care and service
- 392 = Animal care and service
- 393 = Entertainment attendants and related
- 394 = Funeral service
- 395 = Personal appearance
- 396 = Transportation/tourism/lodging attendant
- 397 = Tour and travel guides
- 399 = Other personal care and service
- 411 = Supervisors, sales
- 412 = Retail sales
- 413 = Sales representative, services
- 414 = Sales representative, wholesale, etc.
- 419 = Other sales and related
- 431 = Supervisor, office/administrative
- 433 = Financial clerks
- 434 = Information and record clerks
- 435 = Material recording, scheduling, etc.
- 436 = Secretaries and administrative assistant
- 439 = Other office and administrative support
- 451 = Supervisor, farming/fishing/forestry
- 452 = Agricultural
- 453 = Fishing and hunting
- 454 = Forest, conservation, and logging
- 471 = Supervisors, construction and extraction
- 472 = Construction trades
- 473 = Helpers, construction trades
- 474 = Other construction and related
- 475 = Extraction

*Item included in the BPS:12/14 Abbreviated Interview.

491 = Supervisor, installation, etc.
 492 = Electrical equipment installer, etc.
 493 = Vehicle/mobile equipment installers, etc.
 499 = Other installation, etc.
 511 = Supervisors, production
 512 = Assemblers and fabricators
 513 = Food processing
 514 = Metal workers and plastic
 515 = Printing
 516 = Textile, apparel, and furnishings
 517 = Woodworkers
 518 = Plant and system operators
 519 = Other production
 531 = Supervisor, transportation/moving
 532 = Air transportation
 533 = Motor vehicle operator
 534 = Rail transportation
 535 = Water transportation
 536 = Other transportation
 537 = Material moving
 551 = Military officer special/tactical operations
 552 = First-line enlisted military supervisor
 553 = Enlisted tactical operations, air/weapon crew

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.
 Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010-13 Occupational Information Network (O*NET)

B14AEXOCC6

Expected occupation: detailed occupation code

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate]]
 When you started your [highest current or most recent degree or certificate], what was the title of the job you wanted to have once you finished your education?
 What did you think you would do in that job?
 [else if B14AEXPEN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]
 What is the title of the job you want to have five years from now? What do you think you will do in that job?
 [else if B14AEXPEVR = [highest current or most recent degree or certificate]]
 What is the title of the job you want to have after you complete your [highest current or most recent degree or certificate] in your field of study? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]
 What is the title of the job you want to have after you complete your [professional practice doctoral degree type expected] degree? What do you think you will do in that job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate]]
 What is the title of the job you want to have after you complete your [highest level of education ever expected]? What do you think you will do in that job?
 [else]

What is the title of the job you want to have after you complete your education? What do you think you will do in that job?

NOTES: 2010-13 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [selected preloaded expected occupation pick list] then B14AEXOCC6 = [preloaded expected occupation code].

-1 = {Don't know}

111011 = Chief executives

111021 = General and operations managers

111031 = Legislators

112011 = Advertising and promotions managers

112021 = Marketing managers

112022 = Sales managers

112031 = Public relations managers

113011 = Administrative services managers

113021 = Computer and information systems managers

113031 = Financial managers

113051 = Industrial production managers

113061 = Purchasing managers

113071 = Transportation, storage, etc. manager

113111 = Compensation and benefits managers

113121 = Human Resources Managers

113131 = Training and development managers

119013 = Farm/ranch/other agricultural managers

119021 = Construction managers

119031 = Education administrator, preschool/child care

119032 = Education administrator, elementary/secondary

119033 = Education administrators, postsecondary

119039 = Education administrators, all other

119041 = Engineering managers

119051 = Food service managers

119061 = Funeral directors

119071 = Gaming managers

*Item included in the BPS:12/14 Abbreviated Interview.

119081 = Lodging managers	171012 = Landscape architects
119111 = Medical and health services managers	171021 = Cartographers and photogrammetrists
119121 = Natural sciences managers	171022 = Surveyors
119141 = Property, real estate, etc. managers	172011 = Aerospace engineers
119151 = Social and community service managers	172031 = Biomedical engineers
119199 = Managers, all other	172041 = Chemical engineers
131011 = Agent/business manager of performers	172051 = Civil engineers
131021 = Purchasing agent/buyer, farm products	172061 = Computer hardware engineers
131022 = Wholesale/retail buyer, except farm	172071 = Electrical engineers
131023 = Purchasing agent, except wholesale	172072 = Electronics engineers, except computer
131031 = Claims adjuster, examiner, investigator	172081 = Environmental engineers
131041 = Compliance officer (not agriculture)	172111 = Health/safety engineer, except mining
131071 = Employment, recruitment, specialist	172112 = Industrial engineers
131075 = Labor Relations Specialists	172121 = Marine engineers and naval architects
131081 = Logisticians	172131 = Materials engineers
131111 = Management analysts	172141 = Mechanical engineers
131121 = Meeting and convention planners	172161 = Nuclear engineers
131131 = Fundraisers	172171 = Petroleum engineers
131141 = Compensation, benefits, job analysis specialists	172199 = Engineers, all other
131151 = Training and development specialists	173011 = Architectural and civil drafters
131161 = Market Research Analysts, Specialists	173012 = Electrical and electronics drafters
131199 = Business operations specialists, all other	173013 = Mechanical drafters
132011 = Accountants and auditors	173019 = Drafters, all other
132021 = Appraisers and assessors of real estate	173021 = Aerospace engineer/operations technicians
132031 = Budget analysts	173022 = Civil engineering technicians
132051 = Financial analysts	173023 = Electrical engineering technicians
132052 = Personal financial advisors	173024 = Electro-mechanical technicians
132053 = Insurance underwriters	173025 = Environmental engineering technicians
132071 = Loan counselors	173026 = Industrial engineering technicians
132072 = Loan officers	173027 = Mechanical engineering technicians
132081 = Tax examiner, collector, revenue agent	173029 = Engineering technicians, other (except drafter)
132082 = Tax preparers	173031 = Surveying and mapping technicians
132099 = Financial specialists, all other	191011 = Animal scientists
151111 = Computer and information scientist, research	191012 = Food scientists and technologists
151121 = Computer Systems Analysts	191013 = Soil and plant scientists
151122 = Information Security Analysts	191021 = Biochemists and biophysicists
151131 = Computer Programmers	191022 = Microbiologists
151132 = Software Developers, Applications	191023 = Zoologists and wildlife biologists
151133 = Software Developers, Systems Software	191029 = Biological scientists, all other
151134 = Web Developers	191031 = Conservation scientists
151141 = Database Administrators	191032 = Foresters
151142 = Network/computer systems administrator	191041 = Epidemiologists
151143 = Computer Network Architects	191042 = Medical scientist, except epidemiologist
151151 = Computer User Support Specialists	191099 = Life scientists, all other
151152 = Computer Network Support Specialists	192011 = Astronomers
151199 = Computer Occupations, All Other	192012 = Physicists
152011 = Actuaries	192021 = Atmospheric and space scientists
152021 = Mathematicians	192031 = Chemists
152031 = Operations research analysts	192032 = Materials scientists
152041 = Statisticians	192041 = Environmental scientist, includes health
152099 = Mathematical scientists, all other	192042 = Geoscientist, except hydrologists
171011 = Architects, except landscape and naval	192043 = Hydrologists
	192099 = Physical scientists, all other
	193011 = Economists

*Item included in the BPS:12/14 Abbreviated Interview.

193022 = Survey researchers	251021 = Computer science teachers, postsecondary
193031 = Clinical/counseling/school psychologist	251022 = Mathematical science, postsecondary
193032 = Industrial-organizational psychologists	251032 = Engineering teachers, postsecondary
193039 = Psychologists, all other	251041 = Agricultural science, postsecondary
193041 = Sociologists	251042 = Biological science, postsecondary
193051 = Urban and regional planners	251043 = Forestry/conservation science, postsecondary
193091 = Anthropologists and archeologists	251051 = Atmospheric science, postsecondary
193092 = Geographers	251052 = Chemistry teachers, postsecondary
193093 = Historians	251053 = Environmental science, postsecondary
193094 = Political scientists	251054 = Physics teachers, postsecondary
193099 = Social scientist and related, other	251061 = Anthropology/archeology, postsecondary
194011 = Agricultural and food science technician	251062 = Area/ethnic/cultural, postsecondary
194021 = Biological technicians	251063 = Economics teachers, postsecondary
194031 = Chemical technicians	251064 = Geography teachers, postsecondary
194041 = Geological and petroleum technicians	251065 = Political science, postsecondary
194061 = Social science research assistants	251066 = Psychology teachers, postsecondary
194091 = Environmental/protection science technicians	251067 = Sociology teachers, postsecondary
194092 = Forensic science technicians	251069 = Social science, postsecondary, all other
194093 = Forest and conservation technicians	251071 = Health specialties, postsecondary
194099 = Life/physical technician, other	251072 = Nurse instructor/teacher, postsecondary
211011 = Substance abuse/behavioral counselors	251081 = Education teachers, postsecondary
211012 = Educational, vocational, and school counselors	251111 = Criminal justice, etc., postsecondary
211013 = Marriage and family therapists	251113 = Social work teachers, postsecondary
211014 = Mental health counselors	251121 = Art, drama, and music, postsecondary
211015 = Rehabilitation counselors	251122 = Communications teachers, postsecondary
211019 = Counselors, all other	251123 = English language/literature, postsecondary
211021 = Child, family, and school social workers	251124 = Foreign language/literature, postsecondary
211022 = Medical and public health social workers	251125 = History teachers, postsecondary
211023 = Mental health/substance social worker	251126 = Philosophy and religion, postsecondary
211029 = Social workers, all other	251193 = Recreation/fitness, postsecondary
211091 = Health educators	251194 = Vocational education, postsecondary
211092 = Probation officer/correctional treatment	251199 = Postsecondary teachers, all other
211093 = Social and human service assistants	252011 = Preschool teacher, except special education
211094 = Community health workers	252012 = Kindergarten teacher, except special education
211099 = Community/social specialist, other	252021 = Elementary teacher, except special education
212011 = Clergy	252022 = Middle teacher, except special/vocational
212021 = Director, religious activities, and education	252023 = Vocational education teacher, middle
212099 = Religious workers, all other	252031 = Secondary teacher, except special/vocational education
231011 = Lawyers	252032 = Vocational education teacher, secondary
231012 = Judicial Law Clerks	252051 = Special education Teachers, preschool
231021 = Administrative law judge, etc.	252052 = Special education teacher, pre- k/kindergarten/elementary
231022 = Arbitrators, mediators, and conciliators	252053 = Special education teachers, middle school
231023 = Judge, magistrate judge, magistrate	
232011 = Paralegals and legal assistants	
232091 = Court reporters	
232093 = Title examiner, abstractor, and searcher	
232099 = Legal support workers, all other	
251011 = Business teachers, postsecondary	

*Item included in the BPS:12/14 Abbreviated Interview.

252054 = Special education teacher, secondary	274031 = Camera operator/TV/video/motion picture
252059 = Special Education Teachers, all other	274032 = Film and video editors
253011 = Adult literacy/remedial education/GED teacher	274099 = Media/communication equipment, all other
253021 = Self-enrichment education teachers	291011 = Chiropractors
253099 = Teachers and instructors, all other	291021 = Dentists, general
254011 = Archivists	291022 = Oral and maxillofacial surgeons
254012 = Curators	291023 = Orthodontists
254013 = Museum technicians and conservators	291024 = Prosthodontists
254021 = Librarians	291029 = Dentists, all other specialists
254031 = Library technicians	291031 = Dietitians and nutritionists
259011 = Audio-visual collections specialists	291041 = Optometrists
259021 = Farm and home management advisors	291051 = Pharmacists
259031 = Instructional coordinators	291061 = Anesthesiologists
259041 = Teacher assistants	291062 = Family and general practitioners
259099 = Education/training/library worker, all other	291063 = Internists, general
271011 = Art directors	291064 = Obstetricians and gynecologists
271012 = Craft artists	291065 = Pediatricians, general
271013 = Fine artist, including painter, etc.	291066 = Psychiatrists
271014 = Multi-media artists and animators	291067 = Surgeons
271019 = Artists and related workers, all other	291069 = Physicians and surgeons, all other
271021 = Commercial and industrial designers	291071 = Physician assistants
271022 = Fashion designers	291081 = Podiatrists
271023 = Floral designers	291122 = Occupational therapists
271024 = Graphic designers	291123 = Physical therapists
271025 = Interior designers	291124 = Radiation therapists
271026 = Merchandise displayer/window trimmer	291125 = Recreational therapists
271027 = Set and exhibit designers	291126 = Respiratory therapists
271029 = Designers, all other	291127 = Speech-language pathologists
272011 = Actors	291128 = Exercise physiologists
272012 = Producers and directors	291129 = Therapists, all other
272021 = Athletes and sports competitors	291131 = Veterinarians
272022 = Coaches and scouts	291141 = Registered Nurses
272031 = Dancers	291151 = Nurse Anesthetists
272032 = Choreographers	291161 = Nurse Midwives
272041 = Music directors and composers	291171 = Nurse Practitioners
272042 = Musicians and singers	291181 = Audiologists
272099 = Entertainer/performer/sports, other	291199 = Health diagnosing practitioner, other
273011 = Radio and television announcers	292011 = Medical/clinical laboratory technologist
273012 = Public address system/other announcer	292012 = Medical/clinical laboratory technician
273021 = Broadcast news analysts	292021 = Dental hygienists
273022 = Reporters and correspondents	292031 = Cardiovascular technologist/technician
273031 = Public relations specialists	292032 = Diagnostic medical sonographers
273041 = Editors	292033 = Nuclear medicine technologists
273042 = Technical writers	292034 = Radiologic technologists and technicians
273043 = Writers and authors	292035 = Magnetic Resonance Imaging Technologists
273091 = Interpreters and translators	292041 = Emergency medical technician/paramedic
273099 = Media/communication worker, all other	292052 = Pharmacy technicians
274011 = Audio and video equipment technicians	292053 = Psychiatric technicians
274012 = Broadcast technicians	292054 = Respiratory therapy technicians
274014 = Sound engineering technicians	292055 = Surgical technologists
274021 = Photographers	

*Item included in the BPS:12/14 Abbreviated Interview.

292056 = Veterinary technologists and technicians	372011 = Janitor/cleaner, except maid/housekeeper
292061 = Licensed practical/vocational nurse	373011 = Landscaping and groundskeeping workers
292071 = Medical records/health information technician	391021 = First-line manager, personal service
292081 = Opticians, dispensing	392011 = Animal trainers
292091 = Orthotists and prosthetists	392021 = Nonfarm animal caretakers
292092 = Hearing Aid Specialists	393012 = Gaming and sports book writer/runner
292099 = Health technologist/technician, other	393019 = Gaming service workers, all other
299011 = Occupational health/safety specialist	393021 = Motion picture projectionists
299012 = Occupational health/safety technician	393091 = Amusement and recreation attendants
299091 = Athletic trainers	393092 = Costume attendants
299092 = Genetic counselors	393099 = Entertainment attendants and related
299099 = Healthcare practitioners, technical workers, other	394031 = Morticians/Undertakers/Funeral Directors
311011 = Home health aides	395011 = Barbers
311013 = Psychiatric aides	395012 = Hairdresser, hairstylist, cosmetologist
311014 = Nursing Assistants	395091 = Makeup artist, theatrical/performance
312011 = Occupational therapist assistants	395092 = Manicurists and pedicurists
312021 = Physical therapist assistants	395093 = Shampooers
312022 = Physical therapist aides	395094 = Skin care specialists
319011 = Massage therapists	396012 = Concierges
319091 = Dental assistants	397012 = Travel guides
319092 = Medical assistants	399011 = Child care workers
319094 = Medical transcriptionists	399021 = Personal and home care aides
319095 = Pharmacy aides	399031 = Fitness trainer and aerobics instructor
319096 = Veterinary assistant/laboratory animal care	399032 = Recreation workers
319097 = Phlebotomists	399041 = Residential advisors
319099 = Healthcare support workers, all other	399099 = Personal care/service workers, all other
331011 = First-line manager, correctional officer	411011 = First-line manager, retail sales
331012 = First-line manager, police/detectives	411012 = First-line manager, non-retail sales
331099 = First-line manager, protective, other	412011 = Cashiers
332011 = Firefighters	412022 = Parts salespersons
332021 = Fire inspectors and investigators	412031 = Retail salespersons
333012 = Correctional officers and jailers	413011 = Advertising sales agents
333021 = Detectives and criminal investigators	413021 = Insurance sales agents
333031 = Fish and game wardens	413031 = Securities, commodities, etc. agent
333051 = Police and sheriff's patrol officers	413041 = Travel agents
339011 = Animal control workers	413099 = Sales representatives, services, other
339021 = Private detectives and investigators	414011 = Sales rep, wholesale, technical
339032 = Security guards	414012 = Sales rep, wholesale, except technical
339093 = Transportation Security Screeners	419012 = Models
339099 = Protective service workers, all other	419021 = Real estate brokers
351011 = Chefs and head cooks	419022 = Real estate sales agents
351012 = First-line manager, food prep/serving	419031 = Sales engineers
352011 = Cooks, fast food	419091 = Door-to-door sales, etc., related
352012 = Cooks, institution and cafeteria	419099 = Sales and related workers, all other
352013 = Cooks, private household	431011 = First-line manager, office/administrative support
352014 = Cooks, restaurant	433011 = Bill and account collectors
352021 = Food preparation workers	433021 = Billing/posting clerk/machine operator
353021 = Food preparation/serving, includes fast food	433031 = Bookkeeping/ accounting/auditing clerk
353041 = Food servers, nonrestaurant	433051 = Payroll and timekeeping clerks
359099 = Food preparation/serving related, other	433071 = Tellers
371012 = First-line manager, landscaping, etc.	434031 = Court, municipal, and license clerks
	434041 = Credit authorizers, checkers, and clerks

*Item included in the BPS:12/14 Abbreviated Interview.

434051 = Customer service representatives	475099 = Extraction workers, all other
434061 = Eligibility interviewer, government program	491011 = First-line manager, mechanic, etc.
434081 = Hotel, motel, and resort desk clerks	492011 = Computer, automated teller, etc. repairer
434121 = Library assistants, clerical	492022 = Telecommunication installer, except line
434161 = HR assistant, except payroll/timekeeping	492091 = Avionics technicians
434171 = Receptionists and information clerks	492092 = Electric motor/power tool/other repairer
434181 = Reservation/transportation ticket agent	492093 = Electrical installer, transportation
434199 = Information and record clerks, all other	492094 = Electrical repairer, commercial, etc.
435011 = Cargo and freight agents	492095 = Electrical repairer, powerhouse, etc.
435031 = Police, fire, and ambulance dispatchers	492096 = Electronic installer, motor vehicles
435032 = Dispatcher, except police/fire/ambulance	493011 = Aircraft mechanic/service technician
435061 = Production, planning, expediting clerk	493021 = Automotive body and related repairers
436011 = Executive secretary/administrative assistant	493023 = Automotive service technician/mechanic
436012 = Legal secretaries	493031 = Bus/truck mechanic, diesel specialist
436013 = Medical secretaries	493043 = Rail car repairers
436014 = Secretary, except legal/medical/executive	493051 = Motorboat mechanics
439011 = Computer operators	493052 = Motorcycle mechanics
439031 = Desktop publishers	493053 = Outdoor power equipment/etc. mechanic
439041 = Insurance claims/policy processing clerk	499021 = Heating, air conditioning, etc. mechanic
439061 = Office clerks, general	499041 = Industrial machinery mechanics
439111 = Statistical assistants	499051 = Electrical power-line installer/repairer
439199 = Office/administrative support worker, other	499052 = Telecommunication line installer
451011 = First-line manager, farming/fishing/etc.	499061 = Camera/photographic equipment repairer
452011 = Agricultural inspectors	499062 = Medical equipment repairers
452021 = Animal breeders	499063 = Musical instrument repairers and tuners
452041 = Grader/sorter, agricultural products	499071 = Maintenance and Repair Workers, general
452092 = Farmworker/laborer: crop, nursery, etc.	499081 = Wind Turbine Service Technicians
452093 = Farmworkers, farm and ranch animals	499092 = Commercial divers
453011 = Fishers and related fishing workers	499099 = Installation/ maintenance/repair, other
453021 = Hunters and trappers	511011 = First-line manager, production/operating
454011 = Forest and conservation workers	512022 = Electrical equipment assembler
471011 = First-line manager, construction, etc.	512041 = Structural metal fabricators and fitters
472031 = Carpenters	512093 = Timing device assembler/adjuster/etc.
472073 = Operating engineer, other operator	512099 = Assemblers and fabricators, all other
472111 = Electricians	513011 = Bakers
472151 = Pipelayers	513023 = Slaughterers and meat packers
472152 = Plumbers, pipefitters, and steamfitters	514011 = Computer machine operator, metal/plastic
472211 = Sheet metal workers	514012 = Numerical tool/process programmer
472221 = Structural iron and steel workers	514032 = Drilling machine setter, metal/plastic
472231 = Solar Photovoltaic Installers	514035 = Milling machine setter, metal/plastic
473012 = Helpers, carpenters	514041 = Machinists
473013 = Helpers, electricians	514121 = Welders, cutters, solderers, and brazers
473015 = Helpers, pipelayer/plumber/etc.	514122 = Welding machine setter/operator
474099 = Construction/related workers, other	515112 = Printing Press Operators
475011 = Derrick operators, oil and gas	516031 = Sewing machine operators
475031 = Explosives worker, blaster, etc.	516052 = Tailors, dressmakers, and custom sewers
475041 = Continuous mining machine operators	
475071 = Roustabouts, oil and gas	

*Item included in the BPS:12/14 Abbreviated Interview.

516092 = Fabric and apparel patternmakers
 517011 = Cabinetmakers and bench carpenters
 518011 = Nuclear power reactor operators
 518012 = Power distributors and dispatchers
 518013 = Power plant operators
 518031 = Water/liquid waste plant operators
 518091 = Chemical plant and system operators
 518099 = Plant and system operators, all other
 519061 = Inspector/
 tester/sorter/sampler/weigher
 519071 = Jeweler/precious stone/metal workers
 519081 = Dental laboratory technicians
 519151 = Photographic process/processing
 machine operators
 519198 = Helpers, production workers
 519199 = Production workers, all other
 531021 = First-line manager, helper/laborer,
 hand
 532011 = Airline pilot, copilot, flight engineer
 532012 = Commercial pilots
 532021 = Air traffic controllers
 532022 = Airfield operations specialists
 532031 = Flight attendants
 533011 = Ambulance driver/attendant, except
 EMT
 533031 = Driver/sales workers
 533032 = Truck drivers, heavy and tractor-trailer
 533041 = Taxi drivers and chauffeurs
 533099 = Motor vehicle operators, all other
 534012 = Locomotive firers
 534013 = Rail yard engineer/dinkey operator
 534031 = Railroad conductors and yardmasters
 535021 = Captain/mate/pilot of water vessel
 536051 = Transportation inspectors
 537071 = Gas pumping station operator
 551011 = Air crew officers
 551013 = Armored assault vehicle officers
 551014 = Artillery and missile officers
 551015 = Command and control center officers
 551016 = Infantry officers
 551017 = Special forces officers
 551019 = Military officer special/tactical
 operations
 552011 = First-line manager, air crew
 553015 = Command and control center
 specialists
 553016 = Infantry
 553018 = Special forces
 553019 = Enlisted tactical operations,
 air/weapon crew

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.
 Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews, 2010-13 Occupational Information Network (O*NET)

B14AEXOCCRC

Expected occupation: upcode/recode flag

NOTES: Respondents entered their primary employer job title and duties into an internal database built into the instrument and selected an O*NET-SOC code representing their occupation. Some O*NET-SOC codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select an O*NET-SOC code, expert coders attempted to upcode this occupation. In the event expert coders recoded a new O*NET-SOC code or upcoded an O*NET-SOC code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new O*NET-SOC code: B14AEXOCC2, B14AEXOCC3, B14AEXOCC6. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14AOCCCOM

Likelihood to enter expected occupation after education completed
 [If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPVN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]

On a scale from 0-10, how likely do you think it is that, five years from now you will hold your intended occupation?

[else if B14AEXPEVR = [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest current or most recent degree or certificate], you will hold a(n)

[B14AEXJBTL] job?

*Item included in the BPS:12/14 Abbreviated Interview.

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10 and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [professional practice doctoral degree type expected] degree, you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]

On a scale from 0-10, how likely do you think it is that, after having completed your [professional practice doctoral degree type expected] degree, you will hold your intended occupation?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest level of education ever expected], you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPEVR > highest current or most recent degree or certificate]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest level of education ever expected], you will hold your intended occupation?

[else if B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your education, you will hold a(n) [B14AEXJBTL] job?

[else]

On a scale from 0-10, how likely do you think it is that, after having completed your education, you will hold your intended occupation?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

8 = 8

9 = 9

10 = 10

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPS/AS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, provided an expected occupation, did not currently work in expected occupation, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPS/AS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and B14AEXOCC2 ne -1 and B14AINTENDJB ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AINTENDJB

Likelihood to enter expected occupation: currently held expected occupation

[If [completed highest current or most recent degree or certificate] and B14AEXPEVR <= [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPXN = 1 and B14AEXPEVR < [highest current or most recent degree or certificate]]

On a scale from 0-10, how likely do you think it is that, five years from now you will hold your intended occupation?

[else if B14AEXPEVR = [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest current or most recent degree or certificate], you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10 and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [professional practice doctoral degree type expected] degree, you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXPEVR = 10]

On a scale from 0-10, how likely do you think it is that, after having completed your [professional practice doctoral degree type expected] degree, you will hold your intended occupation?

[else if B14AEXPEVR > [highest current or most recent degree or certificate] and B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest level of education ever expected], you will hold a(n) [B14AEXJBTL] job?

[else if B14AEXPEVR > [highest current or most recent degree or certificate]]

On a scale from 0-10, how likely do you think it is that, after having completed your [highest level of education

*Item included in the BPS:12/14 Abbreviated Interview.

ever expected], you will hold your intended occupation?

[else if B14AEXJBTL ne -9]

On a scale from 0-10, how likely do you think it is that, after having completed your education, you will hold a(n) [B14AEXJBTL] job?

[else]

On a scale from 0-10, how likely do you think it is that, after having completed your education, you will hold your intended occupation?

Already hold intended job

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not currently hold expected occupation

1 = Yes, currently held expected occupation

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, provided an expected occupation, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and B14AEXOCC2 ne -1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14AEXPWAGE

Expected yearly salary

[If (B14AINTENDJB = 1 and B14AEXJBTL ne -9) or ([completed highest current or most recent degree or certificate] = -9 and B14AEXJBTL ne -9)]

[{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expected to make once you began working in a(n) [B14AEXJBTL] job. What was...

[else if (B14AINTENDJB = 1 and B14AEXJBTL = -9) or ([completed highest current or most recent degree or certificate] and B14AEXJBTL = -9)]

[{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expected to make once you finished your education. What was...

[else if B14AEXJBTL ne -9]

[{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expect to make once you begin working in a(n) [B14AEXJBTL] job. What is...

[else]

[{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expect to make once you finish your education. What is...

Your expected yearly salary

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14AHIWAGE

Highest expected yearly salary

[If (B14AINTENDJB = 1 and B14AEXJBTL ne -9) or ([completed highest current or most recent degree or certificate] = -9 and B14AEXJBTL ne -9)]

[{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expected to make once you began working in a(n) [B14AEXJBTL] job. What was...

[else if (B14AINTENDJB = 1 and B14AEXJBTL = -9) or ([completed highest current or most recent degree or certificate] and B14AEXJBTL = -9)]

[{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expected to make once you finished your education. What was...

[else if B14AEXJBTL ne -9]

[{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expect to make once you begin working in a(n) [B14AEXJBTL] job. What is...

[else]

[{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expect to make once you finish your education. What is...

Your highest expected yearly salary

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14ALOWAGE

Lowest expected yearly salary

[If (B14AINTENDJB = 1 and B14AEXJBTL ne -9) or ([completed highest current or most recent degree or certificate] = -9 and B14AEXJBTL ne -9)]

[{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expected to make once you began working in a(n) [B14AEXJBTL] job. What was...
 [else if (B14AINTENDJB = 1 and B14AEXJBTL = -9) or ([completed highest current or most recent degree or certificate] and B14AEXJBTL = -9)]
 [{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expected to make once you finished your education. What was...
 [else if B14AEXJBTL ne -9]
 [{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expect to make once you begin working in a(n) [B14AEXJBTL] job. What is...
 [else]
 [{If COMPMODE = 1} I {else} We] have some questions about the range of salary you expect to make once you finish your education. What is...
 Your lowest expected yearly salary
 NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, were not NPSAS respondents, or attended any school in 2012-13 or 2013-14, or planned to attend in 2014-15, and did not participate in the abbreviated interview. Where: TLEAVER = 0 and TCOMPLETER = 0 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14] or B14AENRPLN = 1) and ABBREV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview

B14AMARR

Current marital status

The remainder of the survey asks about your latest experiences in college and your employment and family situations. So that [{if COMPMODE = 1} I {else} we] can ask you the right set of questions in the survey, please indicate your current marital status.
 NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Single, never married
- 2 = Married
- 3 = Separated
- 4 = Divorced
- 5 = Widowed
- 6 = Living with partner

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview

B14BREMEVER

Took remedial courses since high school

Since you [{if B14ADIPL = 3} received your high school completion certificate, {else if B14ADIPL = 2} received your GED, {else} completed high school,] [{if [began interview on or after July 1, 2014]} and through June 2014, did you take {else} have you taken] any remedial or developmental courses to improve your basic skills in English, math, reading, or writing? (Remedial or developmental courses are used to strengthen your skills in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.)
 NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Did not take remedial courses
- 1 = Yes, took remedial courses

Applies to: Respondents who had no preloaded information indicating they had taken remedial courses since high school and did not participate in the abbreviated interview. Where: [No preloaded information indicating had taken remedial courses since high school] and ABBREV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview

B14BSPPSUPP

Spouse encouraged postsecondary education

My spouse [{if [currently attending any school]} encourages {else} encouraged] me to stay in college.
 NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Married respondents who did not participate in the abbreviated interview. Where: B14AMARR = 2 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BPARSUPP

Parents or guardians encouraged postsecondary education

My parents (or guardians) [{if [currently attending any school]} encourage {else} encouraged] me to stay in college.
 NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)

*Item included in the BPS:12/14 Abbreviated Interview.

- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents younger than 24 years old during the base year who did not participate in the abbreviated interview. Where: [Age as of December 31, 2011] < 24 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BPARDED

Parents or guardians are deceased

My parents (or guardians) [if [currently attending any school] encourage {else} encouraged] me to stay in college.

Parents or guardians are deceased

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = At least one parent or guardian living
- 1 = Both parents or guardians are deceased

Applies to: Respondents younger than 24 years old during the base year who did not participate in the abbreviated interview. Where: [Age as of December 31, 2011] < 24 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BFSSUPP

Friends from college encouraged postsecondary education

My friends from college [if [currently attending any school] encourage {else} encouraged] me to stay in school. (When thinking about your friends, do not include family members or other relatives in your answer.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BFHSUPP

Friends outside of college encouraged postsecondary education

My friends outside of college [if [currently attending any school] encourage {else} encouraged] me to stay in school. (When thinking about your friends, do not include family members or other relatives in your answer.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BPRCURENR*

Currently attending primary school

Are you currently attending [primary school]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [primary school missing] then B14BPRCURENR = -9, else B14BPRCURENR = [enrollment status at primary school].

- 0 = Not currently attending
- 1 = Yes, currently attending

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14BCURACDEF

Confident in academic success at primary school

[If [currently attending primary school]]

Now that I've been at [primary school] for a while, I am confident that I have the ability to succeed there as a student.

[else]

When I was last at [primary school], I was confident that I had the ability to succeed there as a student.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14BFACULTY

Teacher interaction at primary school more positive than negative
My interactions with my teachers at [primary school] [if [currently attending primary school]] are {else} were] more positive than negative.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BACDSATIS

Satisfied with studies at primary school

[If [currently attending primary school]] I'm {else} I was] satisfied with my studies at [primary school].

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BPEERINT

Student interaction at primary school more positive than negative
My interactions with other [primary school] students [if [currently attending primary school]] are {else} were] more positive than negative.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)

4 = 4 (Somewhat agree)

5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BSOCSATIS

Satisfied with social experience at primary school

[If [currently attending primary school]] I'm {else} I was] satisfied with my social experience at [primary school].

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BSENSBLNG

Felt a part of primary school

I feel that I [if [currently attending primary school]] am {else} was] a part of [primary school].

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = 1 (Strongly disagree)
- 2 = 2 (Somewhat disagree)
- 3 = 3 (Neither disagree nor agree)
- 4 = 4 (Somewhat agree)
- 5 = 5 (Strongly agree)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14BGPAEST

Estimate of overall grades at primary school

[If ([NPSAS respondent] and [did not attend any school in 2012-13] and [did not attend any school in 2013-14]) or (TCOMPLETER = 1 or TLEAVER = 1)] Which best describes your overall grades at [primary school] from the date you started there through the end of your most recent term there?
[else]

Which best describes your overall grades at [primary school] from the date you started there through the end of your most recent term there [{if [began interview on or after July 1, 2014]} before July 2014]?
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Mostly A's (3.75 and above)
- 2 = A's and B's (3.25-3.74)
- 3 = Mostly B's (2.75-3.24)
- 4 = B's and C's (2.25-2.74)
- 5 = Mostly C's (1.75-2.24)
- 6 = C's and D's (1.25-1.74)
- 7 = Mostly D's or below (1.24 or below)
- 8 = Don't know my grades
- 9 = Other type of grades

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BALLNITE

All current/most recent classes at primary school: at night

[If [currently attending primary school]]
Are all of the classes you are currently taking at [primary school] taught...
[else]

When you were last at [primary school], were all of your classes taught...

At night (starting after 6:00 p.m. Monday-Thursday)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Not all classes were at night
- 1 = Yes, all classes were at night

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BALLWKD

All current/most recent classes at primary school: on the weekend

[If [currently attending primary school]]
Are all of the classes you are currently taking at [primary school] taught...
[else]

When you were last at [primary school], were all of your classes taught...

On the weekend (starting after 6:00 p.m. Friday or any time Saturday or Sunday)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Not all classes were on the weekend
- 1 = Yes, all classes were on the weekend

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BALLLINE

All current/most recent classes at primary school: only online

[If [currently attending primary school]]
Are all of the classes you are currently taking at [primary school] taught...
[else]

When you were last at [primary school], were all of your classes taught...

Only online?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 0 = Not all classes were only online
- 1 = Yes, all classes were only online

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, and were NPSAS nonrespondents or attended any school in 2012-13 or 2013-14, and did not participate in the abbreviated interview. Where: TCOMPLETER ne 1 and TLEAVER ne 1 and ([NPSAS nonrespondent] or [attended any school in 2012-13 or 2013-14]) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BFINAIDUS

Used financial aid counseling at primary school in 2013-14

During the 2013-2014 school year only, which of the following school services [{if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help

*Item included in the BPS:12/14 Abbreviated Interview.

from a school office or department that offers a particular service counts as use of that service.)
Advice or counseling about financial aid
NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not use financial aid counseling

1 = Yes, used financial aid counseling

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BACSPUSE

Used academic support services at primary school in 2013-14

During the 2013-2014 school year only, which of the following school services [{if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.)
Academic support services (for example, tutoring or writing centers)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not use academic support services

1 = Yes, used academic support services

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BACADUSE

Used academic advising services at primary school in 2013-14

During the 2013-2014 school year only, which of the following school services [{if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.)
Academic advising (for example, guidance with planning for courses)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not use academic advising

1 = Yes, used academic advising

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BCPPUSE

Used career services at primary school in 2013-14

During the 2013-2014 school year only, which of the following school services [{if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.)

Career planning or job placement services

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not use career planning services

1 = Yes, used career planning services

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BHLTHUSE

Used student health services at primary school in 2013-14

During the 2013-2014 school year only, which of the following school services [{if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.)
Student health services, including personal counseling services

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not use student health services

1 = Yes, used student health services

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BNOSRV

Did not use any school services at primary school in 2013-14

During the 2013-2014 school year only, which of the following school services [{"if [currently attending primary school]} have you used {else} did you use] at [primary school]? (Visiting, emailing, or in any way communicating with and receiving information or help from a school office or department that offers a particular service counts as use of that service.)

Did not use any services

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Used school service(s)

1 = Did not use any school services

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BFINIMP

Importance of financial aid counseling to stay at primary school

[If [reported using only one school service at primary school in the 2013-14 school year]]

How important was this service in your decision to stay at [primary school]?

[else]

How important was each of these services in your decision to stay at [primary school]?

Advice or counseling about financial aid

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Not at all important

2 = Somewhat important

3 = Important

4 = Very important

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, used financial aid counseling or advice, and did not participate in the abbreviated interview. Where: TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BFINADUS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BACSIMP

Importance of academic support services to stay at primary school

[If [reported using only one school service at primary school in the 2013-14 school year]]

How important was this service in your decision to stay at [primary school]?

[else]

How important was each of these services in your decision to stay at [primary school]?

Academic support services

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Not at all important

2 = Somewhat important

3 = Important

4 = Very important

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, used academic support services, and did not participate in the abbreviated interview. Where: TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BACSPUSE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BACADIMP

Importance of academic advising to stay at primary school

[If [reported using only one school service at primary school in the 2013-14 school year]]

How important was this service in your decision to stay at [primary school]?

[else]

How important was each of these services in your decision to stay at [primary school]?

Academic advising

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Not at all important

2 = Somewhat important

3 = Important

4 = Very important

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, used academic advising, and did not participate in the abbreviated interview.

Where: TCOMPLETER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BACADUSE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BCARIMP

Importance of career services to stay at primary school

[If [reported using only one school service at primary school in the 2013-14 school year]]

How important was this service in your decision to stay at [primary school]?

[else]

How important was each of these services in your decision to stay at [primary school]?

Career planning or job placement services

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Not at all important

2 = Somewhat important

3 = Important

4 = Very important

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, used career services, and did not participate in the abbreviated interview.

Where: TCOMPLETER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BCPPUSE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BHLTHIMP

Importance of student health services to stay at primary school

[If [reported using only one school service at primary school in the 2013-14 school year]]

How important was this service in your decision to stay at [primary school]?

[else]

How important was each of these services in your decision to stay at [primary school]?

Student health services (including personal counseling services)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Not at all important

2 = Somewhat important

3 = Important

4 = Very important

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, used student health services, and did not participate in the abbreviated interview.

Where: TCOMPLETER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BHLTHUSE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BSCHRES

Residence while attending primary school in 2013-14 school year

[If [currently attending primary school] and COMPMODE = 0]

Where are you living during the 2013-2014 school year while attending [primary school]? (If you have lived in more than one residence, choose the place where you have lived for the longest period of time.)

[else if [currently attending primary school]]

While attending [primary school] during the 2013-2014 school year, are you living in college-owned housing, with your parent(s) or guardian(s), or off campus? (If you have lived in more than one residence, choose the place where you have lived for the longest period of time.)

[else if [not currently attending primary school] and COMPMODE = 0]

Where were you living during the 2013-2014 school year while attending [primary school]? (If you lived in more than one residence, choose the place where you lived for the longest period of time.)

[else]

While attending [primary school] during the 2013-2014 school year, did you live in college-owned housing, with your parent(s) or guardian(s), or off campus? (If you lived in more than one residence, choose the place where you lived for the longest period of time.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = On campus or in college-owned housing

2 = With parent(s) or guardian(s)

3 = Off campus (not college-owned housing)

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview.

Where: TCOMPLETER ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BDISTHDAY

Days traveled between residence/primary school in 2013-14: amount

[If [currently attending primary school]]

*Item included in the BPS:12/14 Abbreviated Interview.

On average, how many days per week (or per month) do you travel between where you live [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?
[else]

In the 2012-2013 school year, how many days per week on average (or per month) did you travel between where you lived [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?
[else]

NOTES: This question was asked in two parts: respondents were asked to provide how many days they travel to school (B14BDISTHDAY) and then indicate the time frame for that travel (B14BDISTUNIT). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, indicated that all classes in 2013-14 were not all taken online, did not indicate not traveling between residence and primary school, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BALLLINE ne 1 and B14BSCHRES ne 1 and B14BDISTHNO ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BDISTUNIT

Days traveled between residence/primary school in 2013-14: time frame

[If [currently attending primary school]]
On average, how many days per week (or per month) do you travel between where you live [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?
[else]

In the 2012-2013 school year, how many days per week on average (or per month) did you travel between where you lived [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?
[else]

NOTES: This question was asked in two parts: respondents were asked to provide how many days they travel to school (B14BDISTHDAY) and then indicate the time frame for that travel (B14BDISTUNIT). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Per week

2 = Per month

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and indicated that all classes in 2013-14 were not all taken online, did not indicate not traveling between residence and primary school, and did not participate in the abbreviated interview. Where:
TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BALLLINE ne 1 and B14BSCHRES ne 1 and B14BDISTHNO ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BDISTHNO

Did not travel btw residence/primary school in 2013-14

[If [currently attending primary school]]
On average, how many days per week (or per month) do you travel between where you live [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?
[else]

In the 2012-2013 school year, how many days per week on average (or per month) did you travel between where you lived [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] and [primary school]?
[If [currently attending primary school]]

Do not travel between where you live and [primary school]
[else]

Did not travel between where you lived and [primary school]
[else]

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14BDISTHDAY = 0 then B14BDISTHNO = 1; If B14BSCHRES = 1 then B14BDISTHNO = 1; If [attended any school in 2013-14] and B14BALLLINE = 1 then B14BDISTHNO = 1.

0 = Traveled from residence to primary school
1 = Did not travel from residence to primary school

Applies to: Respondents who were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014, attended any school in 2013-14, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14BDISTHAMT

Average one-way travel time from residence to primary school: amount

[If [currently attending primary school]]

On an average day, how much time does it take for you to go one way from where you live [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] to [primary school]? [else]

On an average day in the 2013-2014 school year, how much time did it take for you to go one way from where you lived [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] to [primary school]?

NOTES: This question was asked in two parts: respondents were asked to provide their average one-way travel time from home to their primary school (B14BDISTHAMT) and then indicate the time frame for that travel (B14BDISTHTIM). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = {Zero}
.25 120.00

Applies to: Respondents who were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, attended any school in 2013-14, indicated that all classes in 2013-14 were not all taken online, did not indicate not traveling between residence and primary school, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BALLLINE ne 1 and B14BSCHRES ne 1 and B14BDISTHNO ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14BDISTHTIM

Average one-way travel time from residence to primary school: time frame

[If [currently attending primary school]]

On an average day, how much time does it take for you to go one way from where you live [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] to [primary school]? [else]

On an average day in the 2013-2014 school year, how much time did it take for you to go one way from where you lived [{if B14BSCHRES = 2} with your parents or guardians {else if B14BSCHRES = 3} off campus] to [primary school]?

NOTES: This question was asked in two parts: respondents were asked to provide their average one-way travel time from home to their primary school (B14BDISTHAMT) and then indicate the time frame

for that travel (B14BDISTHTIM). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Minute(s)
2 = Hour(s)

Applies to: Respondents who were currently attending or planned to attend for a degree/ certificate between July 2014 and December 2014, attended any school in 2013-14, indicated that all classes in 2013-14 were not all taken online, did not indicate not traveling between residence and primary school, and did not participate in the abbreviated interview. Where:

TCOMPLETE ne 1 and TLEAVER ne 1 and [attended any school in 2013-14] and B14BALLLINE ne 1 and B14BSCHRES ne 1 and B14BDISTHNO ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CVETBEN*

Received veteran's education benefits in 2013-14 school year

Thinking only about the 2013-2014 school year and not including scholarships from any school or state, did you receive any:

Veteran's education benefits?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not receive veteran's education benefits
1 = Yes, received veteran's education benefits

Applies to: Respondents who attended any school in 2013-14. Where: [Attended any school in 2013-14].

Source: BPS:12/14 Full-Scale Student Interview

B14CEMPGRNT

Received employer scholarships/ tuition reimbursement in 2013-14 school year

Thinking only about the 2013-2014 school year and not including scholarships from any school or state, did you receive any:

[If TAGE < 24]

Scholarships or tuition reimbursement from your employer or from your parents' or guardians' employer?

[else]

Scholarships or tuition reimbursement from your employer?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not receive employer scholarships
1 = Yes, received employer scholarships

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended any school in 2013-14 and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14CPRVGRNT

Received private organization scholarships in 2013-14 school year

Thinking only about the 2013-2014 school year and not including scholarships from any school or state, did you receive any:

Scholarships from a private organization such as a church, PTA, fraternity/sorority, or foundation?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not receive private scholarships

1 = Yes, received private scholarships

Applies to: Respondents who attended any school in 2013-14 and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CVTBENAMT

Amount of veteran's education benefits received 2013-14

Again, thinking only of the 2013-2014 school year, what was the total amount you received in... (If you are unsure of the amount(s), please provide your best guess.)

Veteran's education benefits

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended any school in 2013-14, received veteran's education benefits in 2013-14, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CVETBEN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CEMGRRTAMT

Amount of employer scholarships/ tuition reimbursement received 2013-14

Again, thinking only of the 2013-2014 school year, what was the total amount you received in... (If you are unsure of the amount(s), please provide your best guess.)

Employer scholarships or tuition reimbursement

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended any school in 2013-14, received employer scholarships/ tuition reimbursement in 2013-2014, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CEMPGRNT = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CPRGRTAMT

Amount of private organization scholarships received 2013-14

Again, thinking only of the 2013-2014 school year, what was the total amount you received in... (If you are unsure of the amount(s), please provide your best guess.)

Private organization scholarships

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended any school in 2013-14, received private organization scholarships in 2013-14, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CPRVGRNT = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CRCVLN

Took out student loans in 2013-14 school year

Thanks. Now we want to know about any student loans you may have taken out from the federal government or from a private lender. Did you take out any student loans for the 2013-2014 school year?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not take out student loans

1 = Yes, took out student loans

Applies to: Respondents who attended any school in 2013-14 and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CPRVLN

Took out private loans in 2013-14 school year

Thinking only about the 2013-2014 school year, did you take out any private loans borrowed from a private lender? (Private loans are borrowed from a private lender such as a bank or sometimes a state, usually require a co-signer, and have market interest rates based on credit history. Click here for examples of private loans.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not take out private loans

1 = Yes, took out private loans

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who attended any school in 2013-14, took out student loans in 2013-14, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CRCVLN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CPRVAMT

Amount of private loans borrowed in 2013-14 school year

For the 2013-2014 school year, how much did you borrow in private loans? Do not include any money borrowed in federal loans or any money borrowed from family or friends in your answer. (If you are unsure of the amount of your private loans, please provide your best guess.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended any school in 2013-14, took out private loans in 2013-14, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CPRVLN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CPRVEST

Estimated amount of private loans borrowed in 2013-14 school year

For the 2013-2014 school year, please indicate the range for how much you borrowed in private loans. Would you say it was...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less than \$3,000
- 2 = \$3,000 - \$5,999
- 3 = \$6,000 - \$8,999
- 4 = \$9,000 - \$11,999
- 5 = \$12,000 - \$14,999
- 7 = \$18,000 or more
- 8 = Don't know

Applies to: Respondents who attended any school in 2013-14, took out private loans in 2013-14, did not indicate the total amount borrowed in private loans in 2013-14, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14CPRVLN = 1 and B14CPRVAMT = -9 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CEVRRCVLN

Ever took out student loans

[If [did not attend any school in 2013-14] and [no information or reported not receiving student loans in NPSAS:12 interview]]

We want to ask about any student loans you may have taken out from the federal government or from a private lender. Have you ever taken out any student loans for your education?

[else]

Have you ever taken out any student loans for your education?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14CRCVLN = 1 then

B14CEVRRCVLN = 1; If [verified preloaded information that indicated took out student loans] then B14CEVRRCVLN = 1.

0 = Never took out student loans

1 = Yes, took out student loans

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CEVRPRVLN*

Ever took out private loans

Have you ever taken out any private loans from a private lender for your education? (Private loans are borrowed from a private lender such as a bank or sometimes a state, usually require a co-signer, and have market interest rates based on credit history. Click here for examples of private loans.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14CPRVLN = 1 then

B14CEVRPRVLN = 1; If [verified preloaded information that indicated took out private student loans] then B14CEVRPRVLN = 1; If B14CTLPRVAMT = 0 and B14CEVRPRVLN = 1 then B14CEVRPRVLN = 0.

0 = Never took out private loans

1 = Yes, took out private loans

Applies to: Respondents who took out student loans. Where: B14CEVRRCVLN = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CTLPRVAMT

Total amount borrowed in private loans

What was the total amount that you have ever borrowed in private loans for your education? Do not include any money borrowed in federal loans or any money borrowed from family or friends in your answer. (If you are unsure of the amount of your private loans, please provide your best guess.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who took out private loans and did not participate in the abbreviated interview. Where:

B14CEVRPRVLN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CTLPRVEST

Estimated total amount borrowed in private loans

Please indicate the range for the total amount you borrowed in private loans for your education. Would you say it was...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Less than \$3,000

2 = \$3,000 - \$5,999

3 = \$6,000 - \$9,999

4 = \$10,000 - \$19,999

5 = \$20,000 - \$29,999

6 = \$30,000 - \$39,999

7 = \$40,000 or more

8 = Don't know

Applies to: Respondents who took out private loans, did not indicate the total amount borrowed in private loans, and did not participate in the abbreviated interview. Where:

B14CEVRPRVLN = 1 and B14CTLPRVAMT = -9 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CPRVRYST*

Currently repaying private loans

Are you currently repaying your private student loans?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not currently repaying private loans

1 = Yes, currently repaying private loans

2 = No, because they were already paid off

3 = No, agreement with lender to delay/defer payments

Applies to: Respondents who took out private loans and did not indicate the total amount borrowed in private loans or indicated a total greater than 0. Where: B14CEVRPRVLN = 1 and (B14CTLPRVAMT ne 0 or B14CTLPRVEST > 0).

Source: BPS:12/14 Full-Scale Student Interview

B14CPLNMOS

Monthly private loan payment amount

How much are your monthly loan payments for your private student loans?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were currently repaying private loans and did not participate in the abbreviated interview. Where: B14CPRVRYST = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CEVRFEDLN

Ever took out federal student loans

Have you ever taken out any federal student loans for your education? (Federal student loans include subsidized and unsubsidized Direct Loans (previously known as Stafford Loans), Perkins Loans, and graduate and professional student PLUS Loans, but do not include parent PLUS Loans.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [verified preloaded information that indicated took out federal student loans] then

B14CEVRFEDLN = 1.

0 = Never took out federal student loans

1 = Yes, took out federal student loans

Applies to: Respondents who took out student loans and did not participate in the abbreviated interview. Where:

B14CEVRRCVLN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CFDRYST

Currently repaying federal student loans

Are you currently repaying your federal student loans?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not currently repaying federal student loans

1 = Yes, currently repaying federal student loans

2 = No, because they were already paid off

Applies to: Respondents who took out federal student loans and did not participate in the abbreviated interview. Where:

B14CEVRFEDLN = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14CFLNMOS

Monthly federal student loan payment amount

How much are your monthly loan payments for your federal student loans?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were currently repaying federal student loans and did not participate in the abbreviated interview. Where: B14CFDRYST = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14CWRKSTDY*Ever held work-study job*

Next, [if COMPMODE = 1] I [else] we] have a question about work-study jobs. Federal, state, and institution work-study jobs are offered to students with financial need, allowing them to work part-time to earn money to help pay their education expenses. Since starting your college education, have you ever held a work-study job? (Students must file a FAFSA, Free Application for Federal Student Aid, in order to be considered for the Federal Work-Study program. Work-study jobs are often located on the campus of a student's school and may or may not be related to a student's course of study.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Never held a work-study job

1 = Yes, held a work-study job before

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DCUREMP**Currently working for pay*

Are you currently working for pay?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [began interview on or after July 1, 2014] then B14DCUREMP = 0.

0 = Not currently working for pay

1 = Yes, currently working for pay

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14DANYJOBS**Worked for pay after June 2011*

[If [began interview before July 1, 2014]] Have you worked [else] Did you] [if [began interview before July 1, 2014] or will you work [else] work] for pay, at any time between July 2011 and June 2014, including continuing in any jobs started before July 2011?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14DCUREMP = 1 then B14DANYJOBS = 1.

0 = Did not work for pay after June 2011

1 = Yes, worked for pay after June 2011

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPSLF01*Employer 1: self-employed*

[If B14DCUREMP = 1]

What is the name of your current employer? (If you have more than one employer, tell [if COMPMODE = 1] me [else] us] about only one of them now. [If COMPMODE = 1] I [else] We] will collect the names of any other employers later.)

[else]

What was the name of the last employer you had [if [began interview on or after July 1, 2014]] prior to July 2014? (If you had more than one employer at the same time, tell [if COMPMODE = 1] me [else] us] about only one of them now. [If COMPMODE = 1] I [else] We] will collect the names of any other employers later. If you have not worked at any time after July 2011 but know the name of the employer you will have before June 2014, provide the name of that employer.)

Check here if you [if B14DCUREMP = 1] are [else] were] self-employed

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not self-employed

1 = Yes, self-employed

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPSTG01*Employer 1: worked July 2011-June 2014*

[If [began interview before July 1, 2014] and B14DEMPSLF01 = 1]

Between July 2011 and June 2014, in what months did you or will you work for yourself?

[else if [began interview before July 1, 2014]]

Between July 2011 and June 2014, in what months did you or will you work [if [employer 1] = -9] for this employer [else] at [employer 1]]?

[else if B14DEMPSLF01 = 1]

Between July 2011 and June 2014, in what months did you work for yourself?

[else]

Between July 2011 and June 2014, in what months did you work [if [employer 1] = -9] for this employer [else] at [employer 1]]?

NOTES: This variable is a 36-character string that indicates when the respondent was employed for employer 1 and their enrollment at any school while employed for employer 1 between the months of July 2011 through June 2014. Each month is represented by one digit in the string, with July 2011 as the first digit

*Item included in the BPS:12/14 Abbreviated Interview.

and June 2014 as the final digit. Enrollment data is only incorporated into this variable if the respondent indicated working while enrolled for employer 1 on B14DWRKENR01. "0" indicates that the respondent was not employed for that month. "1" indicates the respondent was employed for that month and not enrolled at any school. "2" indicates the respondent was employed for that month and enrolled at any school. "3" indicates the respondent was employed for that month and did not provide months of enrollment at any school. "9" indicates the respondent did not provide months of employment. "7" indicates the respondent participated in the abbreviated interview. For example, a respondent who was employed from September 2011 through April 2014 and enrolled between August 2011 and May 2012 would have an employment string of 00222222221111111111111111111100. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPSMY01

Employer 1: starting date

[If [began interview before July 1, 2014] and B14DEMPSLF01 = 1]
Between July 2011 and June 2014, in what months did you or will you work for yourself?
[else if [began interview before July 1, 2014]]
Between July 2011 and June 2014, in what months did you or will you work [{if [employer 1] = -9} for this employer {else} at [employer 1]]?
[else if B14DEMPSLF01 = 1]
Between July 2011 and June 2014, in what months did you work for yourself?
[else]
Between July 2011 and June 2014, in what months did you work [{if [employer 1] = -9} for this employer {else} at [employer 1]]?

NOTES: B14DEMPSMY01 is presented in YYYYMM format and indicates the month and year the respondent began work with employer 1. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPEMY01

Employer 1: ending date

[If [began interview before July 1, 2014] and B14DEMPSLF01 = 1]
Between July 2011 and June 2014, in what months did you or will you work for yourself?
[else if [began interview before July 1, 2014]]
Between July 2011 and June 2014, in what months did you or will you work [{if [employer 1] = -9} for this employer {else} at [employer 1]]?
[else if B14DEMPSLF01 = 1]
Between July 2011 and June 2014, in what months did you work for yourself?
[else]

Between July 2011 and June 2014, in what months did you work [{if [employer 1] = -9} for this employer {else} at [employer 1]]?

NOTES: B14DEMPEMY01 is presented in YYYYMM format and indicates the month and year the respondent last worked with employer 1. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPCUR01

Employer 1: currently working

Are you currently working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not currently working

1 = Yes, currently working

2 = Not yet, but will be before July 2014

Applies to: Respondents who were not currently working but had at least one employer between July 2011 and June 2014, indicated working for employer 1 in current or future months only, were currently employed for employer 1, and did not participate in the abbreviated interview. Where:

B14DCUREMP ne 1 and B14D.ANYJOBS = 1 and ([worked in current month for employer 1] or ([will work in future months for employer 1] and [did not work in current month for employer 1] and [did not work in previous months for employer 1])) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14DCURAMT01

Employer 1: current salary amount

How much do you currently make working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]? Include any bonuses, tips, or commissions in your total earnings amount.

NOTES: This question was asked in two parts: respondents were asked to provide their current salary (B14DCURAMT01) and then indicate the time frame for that salary amount (B14DCURTIM01). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, indicated working for employer 1 in current or future months only, were currently employed for employer 1, and not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014. Where: B14DANYJOBS = 1 and ([worked in current month for employer 1] or ([will work in future months for employer 1] and [did not work in current month for employer 1] and [did not work in previous months for employer 1])) and ((B14DEMPCUR01 = 1 or B14DCUREMP = 1) and (TLEAVER = 1 or TCOMPLETER = 1)).

Source: BPS:12/14 Full-Scale Student Interview

B14DCURTIM01

Employer 1: current salary time frame

How much do you currently make working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]? Include any bonuses, tips, or commissions in your total earnings amount.

NOTES: This question was asked in two parts: respondents were asked to provide their current salary (B14DCURAMT01) and then indicate the time frame for that salary amount (B14DCURTIM01). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Per hour
- 2 = Per month
- 3 = Per year

Applies to: Respondents who had at least one employer between July 2011 and June 2014, indicated working for employer 1 in current or future months only, were currently employed for employer 1, and not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014. Where: B14DANYJOBS = 1 and ([worked in current month for employer 1] or ([will work in future months for employer 1] and [did not work in current month for employer 1] and [did not work in previous months for employer 1])) and ((B14DEMPCUR01 = 1 or B14DCUREMP = 1) and (TLEAVER = 1 or TCOMPLETER = 1)).

Source: BPS:12/14 Full-Scale Student Interview

B14DWRKENR01*

Employer 1: worked while attending school

[If ABBREV = 1]

Did you work regularly during weeks in which you were also attending school?

[else if B14DCUREMP01 = 2]

[{If B14DEMPSTG01 ne -9} You just told us about the upcoming months through July 2014 in which you will be working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]. Will you also be attending school during any of the weeks before July 2014 in which you will be working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]?

[else if (B14DCUREMP = 1 or B14DEMPCUR01 = 1) and (TCOMPLETER = 1 or TLEAVER = 1)]

[{If B14DEMPSTG01 ne -9} You just told us about the upcoming months through July 2014 in which you will be working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]. Did you ever work [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] regularly during weeks in which you were also attending school?

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

[{If B14DEMPSTG01 ne -9} You just told us about the upcoming months through July 2014 in which you will be working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]. Have you worked regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you have also attended school? [else]

[{If B14DEMPSTG01 ne -9} You just told us about the upcoming months through July 2014 in which you will be working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]. [If [began interview on or after July 1, 2014] Before July 2014, did {else} Did] you work

*Item included in the BPS:12/14 Abbreviated Interview.

regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you were also attending school?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not work while attending school

1 = Yes, worked while attending school

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not indicate currently working, but will work for employer 1 before July 2014 or were currently attending or planned to attend for a degree/certificate between July 2014 and December 2014. Where:

B14D.ANYJOBS = 1 and (B14DEMPCUR01 ne 2 or (TLEAVER = 0 and TCOMPLETER = 0)).

Source: BPS:12/14 Full-Scale Student Interview

B14DWRKSTD01

Employer 1: work-study job

[If B14DEMPCUR01 = 2]

Will this be a work-study job?

[else if (B14DCUREMP = 1 or B14DEMPCUR01 = 1) and (TCOMPLETER = 1 or TLEAVER = 1)]

At the time you worked [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you were attending school was this a work-study job?

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

Is this a work-study job?

[else]

Was this a work-study job?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14DEMPSLF01 = 1 and B14DWRKENR01 = 1 then B14DWRKSTD01 = 0; If B14CWRKSTDY = 0 and B14DWRKENR01 = 1 then B14DWRKSTD01 = 0.

0 = Not a work-study job

1 = Yes, a work-study job

Applies to: Respondents who had at least one employer between July 2011 and June 2014, worked for employer 1 while enrolled, and did not participate in the abbreviated interview. Where:

B14D.ANYJOBS = 1 and B14DWRKENR01 = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DONOFF01

Employer 1: job on or off campus

[If B14DEMPCUR01 = 2]

Will this job be on or off the campus of your school?

[else if (B14DCUREMP = 1 or B14DEMPCUR01 = 1) and (TCOMPLETER = 1 or TLEAVER = 1)]

At the time you worked [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you were attending school, was your job on or off the campus of your school?

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

Is this job on or off the campus of your school?

[else]

Was this job on or off the campus of your school?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = On campus

2 = Off campus

Applies to: Respondents who had at least one employer between July 2011 and June 2014, worked for employer 1 while enrolled, were not self-employed for employer 1, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and B14DWRKENR01 = 1 and B14DEMPSLF01 ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DWKHREN01*

Employer 1: hours per week worked while attending school

[If ABBREV = 1]

How many hours per week did you usually work while you attended school? (Provide your best guess if you are unsure.)

[else if B14DEMPCUR01 = 2]

How many hours per week will you be working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you are attending school? Answer only about the average hours you will be working while you are attending school in the weeks before July 2014.

(Provide your best guess if you are unsure.)

[else if (B14DCUREMP = 1 or B14DEMPCUR01 = 1) and (TCOMPLETER = 1 or TLEAVER = 1)]

How many hours per week did you usually work [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you were attending school? (Provide your best guess if you are unsure.)

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

How many hours per week have you usually worked

[{if B14DEMPSLF01 = 1} for yourself {else if

[employer 1] = -9} for this employer {else} at

[employer 1]] while you have attended school?

[else]

[{If [began interview on or after July 1, 2014]} Before July 2014, how {else} How] many hours per week did you usually work [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you attended school?

(Provide your best guess if you are unsure.)

*Item included in the BPS:12/14 Abbreviated Interview.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and worked for employer 1 while enrolled. Where: B14DANYJOBS = 1 and B14DWRKENR01 = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DWRKNEN01*

Employer 1: worked while not attending school

[If ABBREV = 1]

Did you work regularly during weeks in which you were not attending school?

[else if B14DEMPCUR01 = 2]

[{If B14DWRKENR01 ne -9} You told us that before July 2014, you will [{if B14DWRKENR01 ne 1} not] be working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] regularly during weeks in which you will be attending school.] Before July 2014, will you be working regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you will not be attending school?

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

[{If B14DWRKENR01 ne -9} You told us that you are [{if B14DWRKENR01 ne 1} not] working [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] regularly during weeks in which you are attending school.] Are you working regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you are not attending school? [else]

[{If B14DWRKENR01 ne -9} You told us that [{if [began interview on or after July 1, 2014]} before July 2014] you were [{if B14DWRKENR01 ne 1} not] working regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you were attending school.] [{If [began interview on or after July 1, 2014]} Before July 2014, did {else} Did] you work regularly [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] during weeks in which you were not attending school?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not work while not attending school

1 = Yes, worked while not attending school

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, and either worked for employer 1 while enrolled and were not currently working for employer 1 or participated in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and ((B14DWRKENR01 = 1 and (B14DCUREMP ne 1 and B14DEMPCUR01 ne 1)) or ABBREV = 1).

Source: BPS:12/14 Full-Scale Student Interview

B14DWRKHRS01*

Employer 1: hours per week worked while not attending school

[If ABBREV = 1 and B14DWRKENR01 = 1]

How many hours per week did you usually work while you were not attending school?

[else if ABBREV = 1]

How many hours per week did you usually work when you were last employed before July 2014?

[else if B14DEMPCUR01 = 2]

Before July 2014, how many hours per week will you work on average [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]?

[else if (B14DCUREMP = 1 or B14DEMPCUR01 = 1) and (TCOMPLETER = 1 or TLEAVER = 1)]

How many hours per week have you usually worked [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you are not attending school?

[else if B14DWRKENR01 = 1]

[{If [began interview on or after July 1, 2014]} Before July 2014, how {else} How] many hours per week did you usually work [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] while you were not attending school?

[else if B14DCUREMP = 1 or B14DEMPCUR01 = 1]

How many hours per week do you usually work [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]]?

[else]

How many hours per week did you usually work [{if B14DEMPSLF01 = 1} for yourself {else if [employer 1] = -9} for this employer {else} at [employer 1]] when you were last employed there [{if [began interview on or after July 1, 2014]} before July 2014]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, and did not work for employer 1 while enrolled or were currently employed for employer 1 or worked for employer 1 while not enrolled. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and (B14DWRKENR01 ne 1 or (B14DCUREMP = 1 or B14DEMPCUR01 = 1) or B14DWRKNEN01 = 1).

Source: BPS:12/14 Full-Scale Student Interview

B14DOTHEMP01

Employer 1: any other paid employers after June 2011

[If COMPMODE = 0]

You've told us about your employment with the above listed employer(s). [If [began interview before July 1, 2014]] Have you worked {else} Did you [if [began interview before July 1, 2014]] or will you work {else} work] for pay for any other employers at any time between July 2011 and June 2014? (Answer "Yes" for any self-employment [if B14CWRKSTDY = 1] , {else} or] paid internships [if B14CWRKSTDY = 1] , or work-study jobs.)

[else]

You've told me about your employment with:

[List [employer name] from all iterations]

[If [began interview before July 1, 2014]] Have you worked {else} Did you [if [began interview before July 1, 2014]] or will you work {else} work] for pay for any other employers at any time between July 2011 and June 2014? (Answer "Yes" for any self-employment [if B14CWRKSTDY = 1] , {else} or] paid internships [if B14CWRKSTDY = 1] , or work-study jobs.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not have other paid employers

1 = Yes, had other paid employers

Applies to: Respondents who had at least one employer between July 2011 and June 2014 and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

Loops 2-8 have not been included in the facsimile.

REFEMP_INT*

Primary employer

NOTES: REFEMP_INT is a calculated variable that indicates which of the respondent's employers was selected as the primary employer. If a respondent reported only one current or most recent employer, that employer was selected as the primary employer. If

more than one employer with the same last month of employment was reported, then the respondent self-selected a primary employer. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Employer 1 selected

2 = Employer 2 selected

3 = Employer 3 selected

4 = Employer 4 selected

5 = Employer 5 selected

6 = Employer 6 selected

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, and did not indicate only future employment for their primary employer. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer].

Source: BPS:12/14 Full-Scale Student Interview

B14DENRWORK

Primary role while working: student or employee

[If [currently attending any school] and [currently employed]]

Do you consider yourself to be primarily...

[else]

When you were last attending school and working, did you consider yourself to be primarily...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = A student who works

2 = Employee who decided to enroll in school

Applies to: Respondents who had at least one employer between July 2011 and June 2014, attended any school in 2012-13 or 2013-14, worked for any indicated employer while enrolled, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and [attended any school in 2012-13 or 2013-14] and B14DWRKENR = 1 in any iteration and ABBREV ne 1.*

Source: BPS:12/14 Full-Scale Student Interview

B14DREFCUR

Primary employer: currently working

Are you currently working [if [primary employer] = -9] for this employer {else if [self-employed for primary employer]} for yourself {else} at [primary employer]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If B14DANYJOBS = 1 and

(TCOMPLETER = 1 or TLEAVER = 1) and [not only future employment for primary employer] and

*Item included in the BPS:12/14 Abbreviated Interview.

B14DREFCUR = -3 then B14DREFCUR =
[employment status for primary employer].

0 = Not currently working for primary employer

1 = Yes, currently working for primary employer

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEARNAMT*

Primary employer: ending salary amount

[If ABBREV = 1]

How much did you make when you last worked before July 2014? Include any bonuses, tips, or commissions in your total earnings amount.

[else]

How much did you make when you last worked [{if [primary employer] = -9} for this employer {else if [self-employed for primary employer]} for yourself {else} at [primary employer]] [{if [began interview on or after July 1, 2014]} before July 2014]? Include any bonuses, tips, or commissions in your total earnings amount.

NOTES: This question was asked in two parts: respondents were asked to provide their ending salary (B14DEARNAMT) for their most recent employer and then indicate the time frame for that salary amount (B14DEARNTIM). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, and did not indicate current employment or only future employment for their primary employer. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [no current employment and not only future employment for primary employer].

Source: BPS:12/14 Full-Scale Student Interview

B14DEARNTIM*

Primary employer: ending salary time frame

[If ABBREV = 1]

How much did you make when you last worked before July 2014? Include any bonuses, tips, or commissions in your total earnings amount.

[else]

How much did you make when you last worked [{if [primary employer] = -9} for this employer {else if [self-employed for primary employer]} for yourself {else} at [primary employer]] [{if [began interview on or after July 1, 2014]} before July 2014]? Include any bonuses, tips, or commissions in your total earnings amount.

NOTES: This question was asked in two parts: respondents were asked to provide their ending salary (B14DEARNAMT) for their most recent employer and then indicate the time frame for that salary amount (B14DEARNTIM). These variables must be combined in order to analyze these data accurately. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Per hour

2 = Per month

3 = Per year

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, and did not indicate current employment or only future employment for their primary employer. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [no current employment and not only future employment for primary employer].

Source: BPS:12/14 Full-Scale Student Interview

B14DJBTL

Primary employer: job title

[If [currently employed for primary employer]]

What is the title of your current job [{if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]]? What do you do in that job?

[else]

What was the title of the most recent job you held [{if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]] [{if [began interview on or after July 1, 2014]} before July 2014]? What did you do in that job?

Job title

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREVE ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14DJBDY

Primary employer: job duties

[If [currently employed for primary employer]]
What is the title of your current job [if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]]? What do you do in that job?
[else]

What was the title of the most recent job you held [if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]] [if [began interview on or after July 1, 2014]} before July 2014]?
What did you do in that job?

Job duties

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREVE ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14DOCC2

Primary employer: major group occupation code

[If [currently employed for primary employer]]
What is the title of your current job [if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]]? What do you do in that job?
[else]

What was the title of the most recent job you held [if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]] [if [began

interview on or after July 1, 2014]} before July 2014]?
What did you do in that job?

NOTES: 2013 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 11 = Management occupations
- 13 = Business/financial operation occupations
- 15 = Computer and mathematical occupations
- 17 = Architecture and engineering occupations
- 19 = Life, physical, social science occupations
- 21 = Community/social services occupations
- 23 = Legal occupations
- 25 = Education, training, library occupations
- 27 = Arts, design, entertainment, sports, media
- 29 = Healthcare practitioners/technical
- 31 = Healthcare support occupations
- 33 = Protective service occupations
- 35 = Food prep/serving related occupations
- 37 = Building/grounds cleaning/maintenance
- 39 = Personal care and service occupations
- 41 = Sales and related occupations
- 43 = Office/administrative support occupation
- 45 = Farming, fishing, forestry occupations
- 47 = Construction and extraction occupations
- 49 = Installation, maintenance, repair
- 51 = Production occupations
- 53 = Transportation/material moving
- 55 = Military specific occupations

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREVE ne 1.
Source: BPS:12/14 Full-Scale Student Interview, 2013 Occupational Information Network (O*NET)

B14DOCC3

Primary employer: minor group occupation code

[If [currently employed for primary employer]]
What is the title of your current job [if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]]? What do you do in that job?
[else]

What was the title of the most recent job you held [if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for

*Item included in the BPS:12/14 Abbreviated Interview.

yourself {else} with [primary employer]] [{if [began interview on or after July 1, 2014]} before July 2014]?
What did you do in that job?

NOTES: 2013 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

111 = Top executives
112 = Advertising/marketing/etc. manager
113 = Operations specialties manager
119 = Other management
131 = Business operations specialist
132 = Financial specialist
151 = Computer specialist
152 = Mathematical science
171 = Architects, surveyors, and cartographers
172 = Engineers
173 = Drafter/engineering/mapping technician
191 = Life scientists
192 = Physical scientists
193 = Social scientists and related workers
194 = Life/physical/social science technician
211 = Counselor/social worker/other specialist
212 = Religious workers
231 = Lawyers, judges, and related workers
232 = Legal support workers
251 = Postsecondary teacher
252 = Primary/secondary/special education teacher
253 = Other teachers and instructors
254 = Librarians, curators, and archivists
259 = Other education/training/library
271 = Art and design workers
272 = Entertainer/performer/sports/related
273 = Media and communication
274 = Media and communication equipment
291 = Health diagnosing/treating practitioner
292 = Health technologists and technicians
299 = Other healthcare practitioner/technical
311 = Nursing/psychiatric/home health aide
312 = Occupational/physical therapist aide
319 = Other healthcare support
331 = First-line manager, protective service
332 = 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
395 = Personal appearance
396 = Transportation/tourism/lodging attendant
397 = Tour and Travel Guides
399 = Other personal care and service
411 = Supervisors, sales
412 = Retail sales
413 = Sales representative, services
414 = Sales representative, wholesale, etc.
419 = Other sales and related
431 = Supervisor, office/administrative
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 operations
552 = First-line enlisted military supervisor
553 = Enlisted tactical operations, air/weapon crew

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREVE ne 1.
 Source: BPS:12/14 Full-Scale Student Interview, 2013 Occupational Information Network (O*NET)

B14DOCC6

Primary employer: detailed occupation code

[If [currently employed for primary employer]]
 What is the title of your current job [if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]]? What do you do in that job?

[else]

What was the title of the most recent job you held [if [primary employer] = -9} with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]] [if [began interview on or after July 1, 2014]} before July 2014]? What did you do in that job?

NOTES: 2013 Occupational Information Network-Standard Occupational Classification (O*NET-SOC) codes were used to code these data. See <http://www.onetcenter.org/> for more information on O*NET. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

111011 = Chief executives
 111021 = General and operations managers
 112011 = Advertising and promotions managers
 112021 = Marketing managers
 112022 = Sales managers
 113011 = Administrative services managers
 113021 = Computer and information systems managers
 113031 = Financial managers
 113051 = Industrial production managers
 113071 = Transportation, storage, etc. manager
 113111 = Compensation and benefits managers
 113121 = Human Resources Managers
 113131 = Training and development managers
 119013 = Farm/ranch/other agricultural managers
 119021 = Construction managers
 119031 = Education administrator, preschool/child care
 119032 = Education administrator, elementary/secondary
 119033 = Education administrators, postsecondary
 119041 = Engineering managers

119051 = Food service managers
 119071 = Gaming managers
 119111 = Medical and health services managers
 119121 = Natural sciences managers
 119141 = Property, real estate, etc. managers
 119151 = Social and community service managers
 119199 = Managers, all other
 131021 = Purchasing agent/buyer, farm products
 131022 = Wholesale/retail buyer, except farm
 131023 = Purchasing agent, except wholesale
 131031 = Claims adjuster, examiner, investigator
 131032 = Insurance appraisers, auto damage
 131041 = Compliance officer (not agriculture)
 131071 = Employment, recruitment, specialist
 131075 = Labor Relations Specialists
 131081 = Logisticians
 131111 = Management analysts
 131121 = Meeting and convention planners
 131131 = Fundraisers
 131141 = Compensation, benefits, job analysis specialists
 131151 = Training and development specialists
 131161 = Market Research Analysts, Specialists
 131199 = Business operations specialists, all other
 132011 = Accountants and auditors
 132041 = Credit analysts
 132051 = Financial analysts
 132052 = Personal financial advisors
 132072 = Loan officers
 132082 = Tax preparers
 132099 = Financial specialists, all other
 151111 = Computer and information scientist, research
 151121 = Computer systems analysts
 151131 = Computer Programmers
 151132 = Software developers, applications
 151133 = Software Developers, Systems Software
 151134 = Web developers
 151142 = Network and computer systems administrators
 151143 = Computer network architects
 151151 = Computer User Support Specialists
 151152 = Computer Network Support Specialists
 151199 = Computer Occupations, All Other
 152021 = Mathematicians
 171011 = Architects, except landscape and naval
 171012 = Landscape architects
 171021 = Cartographers and photogrammetrists
 172041 = Chemical engineers
 172051 = Civil engineers
 172071 = Electrical engineers
 172072 = Electronics engineers, except computer
 172112 = Industrial engineers
 172141 = Mechanical engineers
 173011 = Architectural and civil drafters
 173012 = Electrical and electronics drafters
 173013 = Mechanical drafters

*Item included in the BPS:12/14 Abbreviated Interview.

173019 = Drafters, all other	252031 = Secondary teacher, except special/vocational education
173021 = Aerospace engineer/operations technicians	252051 = Special education teachers, preschool
173023 = Electrical engineering technicians	252052 = Special education teacher, pre-k/kindergarten/elementary
173024 = Electro-mechanical technicians	252053 = Special education teachers, middle school
173026 = Industrial engineering technicians	252059 = Special Education Teachers, all other
173027 = Mechanical engineering technicians	253021 = Self-enrichment education teachers
173029 = Engineering technicians, other (except drafter)	253099 = Teachers and instructors, all other
173031 = Surveying and mapping technicians	254011 = Archivists
191029 = Biological scientists, all other	254021 = Librarians
191042 = Medical scientist, except epidemiologist	259011 = Audio-visual collections specialists
192043 = Hydrologists	259031 = Instructional coordinators
193022 = Survey researchers	259041 = Teacher assistants
193031 = Clinical/counseling/school psychologist	259099 = Education/training/library worker, all other
194011 = Agricultural and food science technician	271011 = Art directors
194021 = Biological technicians	271012 = Craft artists
194051 = Nuclear technicians	271013 = Fine artist, including painter, etc.
194061 = Social science research assistants	271014 = Multi-media artists and animators
194092 = Forensic science technicians	271019 = Artists and related workers, all other
194099 = Life/physical technician, other	271021 = Commercial and industrial designers
211012 = Educational, vocational, and school counselors	271022 = Fashion designers
211014 = Mental health counselors	271023 = Floral designers
211015 = Rehabilitation counselors	271024 = Graphic designers
211019 = Counselors, all other	271025 = Interior designers
211021 = Child, family, and school social workers	271026 = Merchandise displayer/window trimmer
211022 = Medical and public health social workers	271027 = Set and exhibit designers
211023 = Mental health/substance social worker	271029 = Designers, all other
211029 = Social workers, all other	272011 = Actors
211091 = Health educators	272012 = Producers and directors
211093 = Social and human service assistants	272021 = Athletes and sports competitors
211094 = Community health workers	272022 = Coaches and scouts
211099 = Community/social specialist, other	272023 = Umpire/referee/other sports official
212011 = Clergy	272031 = Dancers
212021 = Director, religious activities, and education	272041 = Music directors and composers
212099 = Religious workers, all other	272042 = Musicians and singers
231011 = Lawyers	272099 = Entertainer/performer/sports, other
231022 = Arbitrators, mediators, and conciliators	273011 = Radio and television announcers
232011 = Paralegals and legal assistants	273022 = Reporters and correspondents
232099 = Legal support workers, all other	273031 = Public relations specialists
25105 = Environmental science, postsecondary	273041 = Editors
251121 = Art, drama, and music, postsecondary	273042 = Technical writers
251122 = Communications teachers, postsecondary	273043 = Writers and authors
251123 = English language/literature, postsecondary	273091 = Interpreters and translators
251191 = Graduate teaching assistants	273099 = Media/communication worker, all other
251193 = Recreation/fitness, postsecondary	274011 = Audio and video equipment technicians
251194 = Vocational education, postsecondary	274012 = Broadcast technicians
251199 = Postsecondary teachers, all other	274021 = Photographers
252011 = Preschool teacher, except special education	274031 = Camera operator/TV/video/motion picture
252021 = Elementary teacher, except special education	274032 = Film and video editors
252022 = Middle teacher, except special/vocational education	291029 = Dentists, all other specialists
	291062 = Family and general practitioners
	291071 = Physician assistants
	291125 = Recreational therapists
	291129 = Therapists, all other

*Item included in the BPS:12/14 Abbreviated Interview.

291141 = Registered Nurses	352011 = Cooks, fast food
291199 = Health diagnosing practitioner, other	352012 = Cooks, institution and cafeteria
292011 = Medical/clinical laboratory technologist	352014 = Cooks, restaurant
292012 = Medical/clinical laboratory technician	352015 = Cooks, short order
292031 = Cardiovascular technologist/technician	352019 = Cooks, all other
292034 = Radiologic technologists and technicians	352021 = Food preparation workers
292041 = Emergency medical technician/paramedic	353011 = Bartenders
292051 = Dietetic technicians	353021 = Food prep/serving, includes fast food
292052 = Pharmacy technicians	353022 = Counter attendant, cafeteria, etc.
292054 = Respiratory therapy technicians	353031 = Waiters and waitresses
292055 = Surgical technologists	353041 = Food servers, nonrestaurant
292056 = Veterinary technologists and technicians	359011 = Dining room/cafeteria attendant, etc.
292057 = Ophthalmic medical technicians	359021 = Dishwashers
292061 = Licensed practical/vocational nurse	359031 = Host/hostess, restaurant, etc.
292071 = Medical records/health information technician	359099 = Food preparation/serving related, other
292081 = Opticians, dispensing	371011 = First-line manager, housekeeping/janitor
292099 = Health technologist/technician, other	371012 = First-line manager, landscaping, etc.
299011 = Occupational health/safety specialist	372011 = Janitor/cleaner, except maid/housekeeper
299012 = Occupational health/safety technician	372012 = Maids and housekeeping cleaners
299091 = Athletic trainers	372019 = Building cleaning workers, all other
299099 = Healthcare practitioners, technical workers, other	372021 = Pest control workers
311011 = Home health aides	373011 = Landscaping and groundskeeping workers
311013 = Psychiatric aides	373012 = Pesticide handler/sprayer/vegetation etc.
311014 = Nursing Assistants	373013 = Tree trimmers and pruners
311015 = Orderlies	373019 = Grounds maintenance workers, all other
312011 = Occupational therapist assistants	391012 = Slot key persons
312021 = Physical therapist assistants	391021 = First-line manager, personal service
312022 = Physical therapist aides	392011 = Animal trainers
319011 = Massage therapists	392021 = Nonfarm animal caretakers
319091 = Dental assistants	393011 = Gaming dealers
319092 = Medical assistants	393019 = Gaming service workers, all other
319093 = Medical equipment preparers	393031 = Usher, lobby attendant, and ticket taker
319094 = Medical transcriptionists	393091 = Amusement and recreation attendants
319095 = Pharmacy aides	393092 = Costume attendants
319096 = Veterinary assistant/laboratory animal care	393099 = Entertainment attendants and related
319097 = Phlebotomists	395011 = Barbers
319099 = Healthcare support workers, all other	395012 = Hairdresser, hairstylist, cosmetologist
331099 = First-line manager, protective, other	395091 = Makeup artist, theatrical/performance
332011 = Firefighters	395092 = Manicurists and pedicurists
333012 = Correctional officers and jailers	395093 = Shampooers
333021 = Detectives and criminal investigators	395094 = Skin care specialists
333031 = Fish and game wardens	396011 = Baggage porters and bellhops
333051 = Police and sheriff's patrol officers	396012 = Concierges
339011 = Animal control workers	397011 = Tour Guides and Escorts
339021 = Private detectives and investigators	397012 = Travel guides
339032 = Security guards	399011 = Child care workers
339091 = Crossing guards	399021 = Personal and home care aides
339092 = Lifeguard/ski patrol/other service	399031 = Fitness trainer and aerobics instructor
339093 = Transportation Security Screeners	399032 = Recreation workers
339099 = Protective service workers, all other	399041 = Residential advisors
351011 = Chefs and head cooks	399099 = Personal care/service workers, all other
351012 = First-line manager, food preparation/serving	411011 = First-line manager, retail sales
	411012 = First-line manager, non-retail sales
	412011 = Cashiers

*Item included in the BPS:12/14 Abbreviated Interview.

412012 = Gaming change persons and booth cashiers	436011 = Executive secretary/administrative assistant
412021 = Counter and rental clerks	436012 = Legal secretaries
412022 = Parts salespersons	436013 = Medical secretaries
412031 = Retail salespersons	436014 = Secretary, except legal/medical/exec
413011 = Advertising sales agents	439011 = Computer operators
413021 = Insurance sales agents	439021 = Data entry keyers
413031 = Securities, commodities, etc. agent	439022 = Word processors and typists
413041 = Travel agents	439041 = Insurance claims/policy processing clerk
413099 = Sales representatives, services, other	439051 = Mail clerk/machine operators, except postal
414011 = Sales rep, wholesale, technical	439061 = Office clerks, general
414012 = Sales rep, wholesale, except technical	439071 = Office machine operator, except computer
419011 = Demonstrators and product promoters	439199 = Office/administrative support worker, other
419012 = Models	451011 = First-line manager, farming/fishing/etc.
419022 = Real estate sales agents	452041 = Grader/sorter, agricultural products
419031 = Sales engineers	452091 = Agricultural equipment operators
419041 = Telemarketers	452092 = Farmworker/laborer: crop, nursery, etc.
419091 = Door-to-door sales, etc., related	452093 = Farmworkers, farm and ranch animals
419099 = Sales and related workers, all other	452099 = Agricultural workers, all other
431011 = First-line manager, office/administrative support	453011 = Fishers and related fishing workers
432011 = Switchboard operator, includes answering	453021 = Hunters and trappers
432021 = Telephone operators	454011 = Forest and conservation workers
432099 = Communications equipment operator, other	454029 = Logging workers, all other
433011 = Bill and account collectors	471011 = First-line manager, construction, etc.
433021 = Billing/posting clerk/machine operator	472011 = Boilermakers
433031 = Bookkeeping/accounting/auditing clerk	472021 = Brickmasons and blockmasons
433041 = Gaming cage workers	472022 = Stonemasons
433051 = Payroll and timekeeping clerks	472031 = Carpenters
433071 = Tellers	472041 = Carpet installers
433099 = Financial clerks, all other	472042 = Floor layer, except carpet/wood/etc.
434031 = Court, municipal, and license clerks	472044 = Tile and marble setters
434051 = Customer service representatives	472051 = Cement masons and concrete finishers
434071 = File clerks	472061 = Construction laborers
434081 = Hotel, motel, and resort desk clerks	472071 = Paving/surfacing/etc. equipment operator
434111 = Interviewer, except eligibility/loan	472073 = Operating engineer, other operator
434121 = Library assistants, clerical	472111 = Electricians
434131 = Loan interviewers and clerks	472121 = Glaziers
434141 = New accounts clerks	472132 = Insulation workers, mechanical
434151 = Order clerks	472141 = Painters, construction and maintenance
434161 = Human resources assistant, except payroll/timekeeping	472151 = Pipelayers
434171 = Receptionists and information clerks	472152 = Plumbers, pipefitters, and steamfitters
434181 = Reservation/transportation ticket agent	472181 = Roofers
434199 = Information and record clerks, all other	472211 = Sheet metal workers
435011 = Cargo and freight agents	472221 = Structural iron and steel workers
435021 = Couriers and messengers	472231 = Solar Photovoltaic Installers
435031 = Police, fire, and ambulance dispatchers	473012 = Helpers, carpenters
435032 = Dispatcher, except police/fire/ambulance	473013 = Helpers, electricians
435052 = Postal service mail carriers	473015 = Helpers, pipelayer/plumber/etc.
435053 = Postal mail sorter, processor, etc.	473016 = Helpers, roofers
435061 = Production, planning, expediting clerk	473019 = Helpers, construction trades, all other
435071 = Shipping, receiving, and traffic clerks	474011 = Construction and building inspectors
435081 = Stock clerks and order fillers	474041 = Hazardous materials removal workers
435111 = Weigher/measurer/sampler, recordkeeping	474051 = Highway maintenance workers

*Item included in the BPS:12/14 Abbreviated Interview.

474099 = Construction/related workers, other	513099 = Food processing workers, all other
475012 = Rotary drill operators, oil and gas	514011 = Computer machine operator, metal/plastic
475049 = Mining machine operators, all other	514021 = Drawing machine setter, metal/plastic
475071 = Roustabouts, oil and gas	514022 = Forging machine setter, metal/plastic
475099 = Extraction workers, all other	514023 = Rolling machine setter, metal/plastic
491011 = First-line manager, mechanic, etc.	514031 = Cutting machine setter, metal/plastic
492011 = Computer, automated teller, etc. repairer	514032 = Drilling machine setter, metal/plastic
492021 = Radio mechanics	514033 = Grinding machine setter, metal/plastic
492022 = Telecommunication installer, except line	514034 = Lathe machine setter, metal/plastic
492091 = Avionics technicians	514035 = Milling machine setter, metal/plastic
492093 = Electrical installer, transportation	514041 = Machinists
492094 = Electrical repairer, commercial, etc.	514051 = Metal-refining furnace operator/tender
492095 = Electrical repairer, powerhouse, etc.	514061 = Model makers, metal and plastic
492097 = Electronic home entertainment installer	514072 = Molding machine setter, metal/plastic
492098 = Security/fire alarm systems installer	514121 = Welders, cutters, solderers, and brazers
493011 = Aircraft mechanic/service technician	514122 = Welding machine setter/operator
493021 = Automotive body and related repairers	514192 = Lay-out workers, metal and plastic
493022 = Automotive glass installer/repairer	514199 = Metal/plastic worker, all other
493023 = Automotive service technician/mechanic	515112 = Printing Press Operators
493031 = Bus/truck mechanic, diesel specialist	515113 = Print Binding and Finishing Workers
493041 = Farm equipment mechanics	516011 = Laundry and dry-cleaning workers
493042 = Mobile equipment mechanic, except engine	516021 = Presser, textile/garment/etc.
493043 = Rail car repairers	516052 = Tailors, dressmakers, and custom sewers
493051 = Motorboat mechanics	516061 = Textile bleaching/etc. machine operator
493052 = Motorcycle mechanics	516091 = Extruding machine setter, glass fiber
493092 = Recreational vehicle service technicians	516093 = Upholsterers
493093 = Tire repairers and changers	516099 = Textile/apparel/furnishing worker, other
499012 = Control/valve installer, except door	517011 = Cabinetmakers and bench carpenters
499021 = Heating, air conditioning, etc. mechanic	517021 = Furniture finishers
499041 = Industrial machinery mechanics	517041 = Sawing machine setter, wood
499043 = Maintenance workers, machinery	517042 = Woodworking setter, except sawing
499044 = Millwrights	517099 = Woodworkers, all other
499051 = Electrical power-line installer/repairer	518011 = Nuclear power reactor operators
499052 = Telecommunication line installer	518091 = Chemical plant and system operators
499069 = Precision instrument/etc. repairer, other	518099 = Plant and system operators, all other
499071 = Wind Turbine Service Technicians	519011 = Chemical equipment operators and tenders
499091 = Coin/vending/etc. machine servicer	519012 = Separating/filtering/etc. machine setter
499094 = Locksmiths and safe repairers	519021 = Crushing/grinding/etc. machine setter
499097 = Signal and track switch repairers	519022 = Grinding and polishing workers, hand
499098 = Helper, installation/maintenance/repair	519023 = Mixing/blending machine setter
499099 = Installation/maintenance/repair, other	519031 = Cutters and trimmers, hand
511011 = First-line manager, production/operating	519032 = Cutting/slicing machine setter
512011 = Aircraft structure/surface/etc. assembler	519041 = Extruding machine setter
512021 = Coil winders, tapers, and finishers	519051 = Furnace/kiln/oven/etc. operator
512022 = Electrical equipment assembler	519061 = Inspector /tester/sorter/sampler/weigher
512031 = Engine and other machine assemblers	519071 = Jeweler/precious stone/metal workers
512041 = Structural metal fabricators and fitters	519081 = Dental laboratory technicians
512091 = Fiberglass laminators and fabricators	519082 = Medical appliance technicians
512092 = Team assemblers	519111 = Packaging/filling machine operator
512099 = Assemblers and fabricators, all other	519121 = Coating/painting/spraying machine setter
513011 = Bakers	519122 = Painters, transportation equipment
513021 = Butchers and meat cutters	519123 = Painting, coating, and decorating worker
513022 = Meat/poultry/fish cutter/trimmer	519151 = Photographic process/processing machine operators
513023 = Slaughterers and meat packers	
513092 = Food batchmakers	
513093 = Food cooking machine operator/tender	

*Item included in the BPS:12/14 Abbreviated Interview.

519191 = Cementing and gluing machine operator
 519194 = Etchers and engravers
 519195 = Molder/shaper/etc., except metal/plastic
 519196 = Paper goods machine setter
 519198 = Helpers, production workers
 519199 = Production workers, all other
 531011 = Aircraft cargo handling supervisors
 531021 = First-line manager, helper/laborer, hand
 531031 = First-line manager, vehicle operator
 532031 = Flight attendants
 533011 = Ambulance driver/attendant, except EMT
 533021 = Bus drivers, transit and intercity
 533022 = Bus drivers, school
 533031 = Driver/sales workers
 533032 = Truck drivers, heavy and tractor-trailer
 533033 = Truck drivers, light or delivery service
 533041 = Taxi drivers and chauffeurs
 533099 = Motor vehicle operators, all other
 534031 = Railroad conductors and yardmasters
 535011 = Sailors and marine oilers
 536021 = Parking lot attendants
 536031 = Service station attendants
 536041 = Traffic technicians
 536051 = Transportation inspectors
 536099 = Transportation workers, all other
 537011 = Conveyor operators and tenders
 537021 = Crane and tower operators
 537032 = Excavating machine/dragline operator
 537041 = Hoist and winch operators
 537051 = Industrial truck and tractor operators
 537061 = Cleaners of vehicles and equipment
 537062 = Laborer/mover, hand
 537063 = Machine feeders and offbearers
 537064 = Packers and packagers, hand
 537071 = Gas pumping station operator
 537081 = Refuse and recyclable material collector
 537199 = Material moving workers, all other
 551013 = Armored assault vehicle officers
 551015 = Command and control center officers
 551017 = Special forces officers
 552012 = First-line manager, weapons specialists
 552013 = First-line manager, other tactical operations
 553011 = Air crew members
 553013 = Armored assault vehicle crew members
 553014 = Artillery and missile crew members
 553015 = Command and control center specialists
 553016 = Infantry
 553017 = Radar and sonar technicians
 553018 = Special forces
 553019 = Enlisted tactical operations, air/weapon crew

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview, 2013 Occupational Information Network (O*NET)

B14DOCCRC*

Primary employer: upcode/recode flag

NOTES: Respondents entered their primary employer job title and duties into an internal database built into the instrument and selected an O*NET-SOC code representing their occupation. Some O*NET-SOC codes selected by respondents were randomly chosen for recode review by expert coders. If respondents did not select an O*NET-SOC code, expert coders attempted to upcode this occupation. In the event expert coders recoded a new O*NET-SOC code or upcoded an O*NET-SOC code, this flag was set to 1. If the flag was set to 1, the following variables were changed to reflect the new O*NET-SOC code: B14DOCC2, B14DOCC3, B14DOCC6. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not upcoded/recoded

1 = Yes, upcoded/recoded

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPHLTH

Primary employer: eligible for health insurance

[If [currently employed for primary employer]]

In your job [{if B14DJBT ne -9} as a(n)

[B14DJBT]] [{if [primary employer] = -9} with this employer {else} with [primary employer]], are you currently eligible to receive...

[else]

When you last worked in your job [{if B14DJBT ne -9} as a(n) [B14DJBT]] [{if [primary employer] = -9} with this employer {else} with [primary employer]] [{if [began interview on or after July 1, 2014]} before July 2014], were you eligible to receive...

Health insurance

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not eligible for health insurance

1 = Yes, eligible for health insurance

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, were not self-employed for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and [not self-employed for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPILF

Primary employer: eligible for life insurance

[If [currently employed for primary employer]]

In your job [{if B14DJBTl ne -9} as a(n) [B14DJBTl]] [{if [primary employer] = -9} with this employer {else} with [primary employer]], are you currently eligible to receive...

[else]

When you last worked in your job [{if B14DJBTl ne -9} as a(n) [B14DJBTl]] [{if [primary employer] = -9} with this employer {else} with [primary employer]] [{if [began interview on or after July 1, 2014]} before July 2014], were you eligible to receive...

Life insurance

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not eligible for life insurance

1 = Yes, eligible for life insurance

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, were not self-employed for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and [not self-employed for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEMPRET

Primary employer: eligible for retirement benefits

[If [currently employed for primary employer]]

In your job [{if B14DJBTl ne -9} as a(n) [B14DJBTl]] [{if [primary employer] = -9} with this employer {else} with [primary employer]], are you currently eligible to receive...

[else]

When you last worked in your job [{if B14DJBTl ne -9} as a(n) [B14DJBTl]] [{if [primary employer] = -9} with this employer {else} with [primary employer]] [{if [began interview on or after July 1, 2014]} before July 2014], were you eligible to receive...

Retirement or other financial benefits, such as a 401(k)/403(b)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not eligible for retirement benefits

1 = Yes, eligible for retirement benefits

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, were not self-employed for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and [not self-employed for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DHVLC

Had professional certification or state/industry license

Next, [{if COMPMODE = 1} I'd {else} we'd] like to ask about any professional certifications or industry licenses. A professional certification or license shows you are qualified to perform a specific job and includes things like Licensed Realtor, Certified Medical Assistant, Certified Construction Manager, or an IT certification. Do you have a currently active professional certification or a state or industry license? (Do not include business licenses such as a liquor license or vending license.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not have certification or license

1 = Yes, had certification or license

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14DLICREL

Primary employer: certificate or license required

[If [currently employed for primary employer]]
Is this certification or license required for your job [if B14DJBTL ne -9] as a(n) [B14DJBTL]]?
[else]

[{If [began interview on or after July 1, 2014]} Before July 2014, was {else} Was] this certification or license required for your job [if B14DJBTL ne -9] as a(n) [B14DJBTL]]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Certification or license not required

1 = Yes, certification or license required

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, had active professional certification or state/industry license, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and B14DHVLIC = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DOCCTIMGT

Duration of employment with primary employer/ similar job: year or more

[If [currently employed for primary employer]]
[{If B14DHVLIC ne 1} Now we have some questions that focus on your job as a(n) [B14DJBTL]]. Have you worked [if B14DJBTL ne -9] as a(n) [B14DJBTL] {else} in your current job] or in any similar jobs, even if they were not [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]], for a year or more?
[else]

[{If B14DHVLIC ne 1} Now we have some questions that focus on your job as a(n) [B14DJBTL]]. [{If [began interview on or after July 1, 2014]} Before July 2014, did {else} Did] you work [if B14DJBTL ne -9] as a(n) [B14DJBTL] {else} in your most recent job] or in any similar jobs, even if they were not [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]], for a year or more?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not work for year or more

1 = Yes, worked for year or more

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14DOCCTIM

Duration of employment with primary employer/ similar job: number of years

[If [currently employed for primary employer]]
For how many years have you worked [if B14DJBTL ne -9] as a(n) [B14DJBTL] {else} in your current job] or in any similar jobs, even if they were not [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]]?
[else]

[{If [began interview on or after July 1, 2014]} Before July 2014, for {else} For] how many years did you work [if B14DJBTL ne -9] as a(n) [B14DJBTL] {else} in your most recent job] or in any similar jobs, even if they were not [if [primary employer] = -9] with this employer {else if [self-employed for primary employer]} working for yourself {else} with [primary employer]]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, worked in current job or similar jobs for more than one year, and did not participate in the abbreviated interview. Where: B14DANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and B14DOCCTIMGT = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DRELMAJ

Primary employer: related to college studies

[{If [began interview before July 1, 2014]} Is {else} Was] your job [if B14DJBTL ne -9] as a(n) [B14DJBTL]] related to what you studied in college?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Job not related to college studies

1 = Yes, job related to college studies

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DSTRTCR

Primary employer: related to future work

[{If [currently employed for primary employer]} Is {else} Was] your job [{if B14DJBTL ne -9} as a(n) [B14DJBTL]] related to the kind of work you want to do in the future?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Job not related to future work

1 = Yes, job related to future work

Applies to: Respondents who had at least one employer between July 2011 and June 2014, were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: B14D.ANYJOBS = 1 and (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DACTLKWRK

Actively looking for work: July 2011-June 2014

[If [began interview before July 1, 2014]]

At any point after June 2011, were there times when you were actively looking for work? (Actively looking for work includes activities such as sending out resumes or filling out job applications, placing or responding to job advertisements, contacting employers or employment agencies, and going on job interviews.)

[else]

At any point between July 2011 and June 2014, were there times when you were actively looking for work? (Actively looking for work includes activities such as sending out resumes or filling out job applications, placing or responding to job advertisements, contacting employers or employment agencies, and going on job interviews.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If (TCOMPLETER = 1 or TLEAVER = 1) and [worked all months between July 2011 and June 2014] then B14DACTLKWRK = 0.

0 = Did not actively look for work

1 = Yes, actively looked for work

Applies to: Respondents who were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, and did not participate in the abbreviated interview. Where: (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DLKWKSTG

Not working and actively looking: July 2011-June 2014

[If [began interview before July 1, 2014]]

In which months after June 2011 were you not working and actively looking for a job for any part of the month?

[else]

Between July 2011 and June 2014, in which months were you not working and actively looking for a job for any part of the month?

NOTES: This variable is a 36-character string that indicates when the respondent was not working and actively looking for work between the months of July 2011 through June 2014. Each month is represented by one digit in the string, with July 2011 as the first digit and June 2014 as the final digit. "1" indicates the respondent was not working and actively looking for work that month. "0" indicates that the respondent was either working or not working and not actively looking for work that month. For example, a respondent not working and actively looking for work from October 2011 through March 2014 would have a string of 000111111111111111111111111111111111000.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were not currently attending and either completed or did not finish degree/certificate, and did not plan to attend for a degree/certificate between July 2014 and December 2014, did not indicate only future employment for their primary employer, indicated actively looking for work when not employed, and did not participate in the abbreviated interview. Where: (TLEAVER = 1 or TCOMPLETER = 1) and [not only future employment for primary employer] and B14DACTLKWRK = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14DWRKPAY

Alternative plans if had not attended school in 2013-14

Now [if COMPMODE = 1] I [else] we] have some questions about what you might have done if you had not been in school at all this year. If you had not attended college at all in 2013-2014, which of the following would you most likely have done?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Work for pay
- 2 = Work, but not be paid
- 3 = Not work (for any reason)
- 4 = Enter the military

Applies to: Respondents who attended any school in 2013-14, planned to continue attending school in 2014-15, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and [planned to attend any school in 2014-15] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DALTPAY

Expected salary amount if had not attended school in 2013-14

If you had not attended college at all in 2013-2014, how much do you think you would have earned per year [if B14DWRKPAY = 4] entering the military [else] working]? Provide your best guess if you are unsure of the amount.

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who attended any school in 2013-14, planned to continue attending school in 2014-15, indicated if they had not attended any school in 2013-14 they would have instead worked for pay or entered the military, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and [planned to attend any school in 2014-15] and B14DWRKPAY in (1 4) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DHLPOTH

Importance of helping others compared to salary

When thinking about a job now or in the future, salary may be only one part of why you choose that job. Compared to the salary, how important is each of the following to you?

Helping others as part of your job

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less important than salary
- 2 = As important as salary
- 3 = More important than salary

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DEXPFLD

Importance of being an expert compared to salary

When thinking about a job now or in the future, salary may be only one part of why you choose that job. Compared to the salary, how important is each of the following to you?

Being seen as an expert in your field

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less important than salary
- 2 = As important as salary
- 3 = More important than salary

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DWRKTSKS

Importance of making decisions compared to salary

When thinking about a job now or in the future, salary may be only one part of why you choose that job. Compared to the salary, how important is each of the following to you?

Making your own decisions about how to get your work done

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less important than salary
- 2 = As important as salary
- 3 = More important than salary

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DLEISTIME

Importance of balancing work/leisure compared to salary

When thinking about a job now or in the future, salary may be only one part of why you choose that job. Compared to the salary, how important is each of the following to you?

Balancing work and leisure time

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Less important than salary
- 2 = As important as salary
- 3 = More important than salary

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14DFAMTIM

Importance of balancing work/family compared to salary

When thinking about a job now or in the future, salary may be only one part of why you choose that job.

Compared to the salary, how important is each of the following to you?

Balancing work and family

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Less important than salary

2 = As important as salary

3 = More important than salary

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EINCOM*

Respondent's income in 2013

[If COMPMODE = 1]

Which of the following categories best describes your income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013 through December 31, 2013. Include all income you paid taxes on, including work, investment income, or alimony. Do not include [If B14AMARR = 2] your spouse's income,] any grants or loans you may have used to pay for school, or any money given to you by your family.)

[else]

What was your income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013 through December 31, 2013. Include all income you paid taxes on, including work, investment income, or alimony. Do not include [If B14AMARR = 2] your spouse's income,] any grants or loans you may have used to pay for school, or any money given to you by your family.)

NOTES: The don't know option was only able to be selected if the respondent initially left this question missing. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = No income

2 = Less than \$1,000

3 = \$1,000 - \$2,499

4 = \$2,500 - \$4,999

5 = \$5,000 - \$9,999

6 = \$10,000 - \$14,999

7 = \$15,000 - \$19,999

8 = \$20,000 - \$29,999

9 = \$30,000 - \$49,999

10 = \$50,000 and above

11 = Don't know

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14EINCSP

Spouse's income in 2013

[If COMPMODE = 1]

Which of the following categories best describes your spouse's income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013, through December 31, 2013. Include all income your spouse paid taxes on. Do not include any grants or loans your spouse may have used to pay for school or any money given to your spouse by family.)

[else]
What was your spouse's income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013, through December 31, 2013. Include all income your spouse paid taxes on. Do not include any grants or loans your spouse may have used to pay for school or any money given to your spouse by family.)

NOTES: The don't know option was only able to be selected if the respondent initially left this question missing. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = No income

2 = Less than \$1,000

3 = \$1,000 - \$2,499

4 = \$2,500 - \$4,999

5 = \$5,000 - \$9,999

6 = \$10,000 - \$14,999

7 = \$15,000 - \$19,999

8 = \$20,000 - \$29,999

9 = \$30,000 - \$49,999

10 = \$50,000 and above

11 = Don't know

Applies to: Married respondents who did not participate in the abbreviated interview. Where: B14AMARR = 2 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ENTMR13

Marriage status in 2013

[If COMPMODE = 1]

Which of the following categories best describes your spouse's income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013, through December 31, 2013. Include all income your spouse paid taxes on. Do not include any grants or loans your spouse may have used to pay for school or any money given to your spouse by family.)

*Item included in the BPS:12/14 Abbreviated Interview.

[else]

What was your spouse's income for calendar year 2013, prior to taxes and deductions? (Calendar year 2013 includes January 1, 2013, through December 31, 2013. Include all income your spouse paid taxes on. Do not include any grants or loans your spouse may have used to pay for school or any money given to your spouse by family.)

Check here instead if you were not married to your spouse in 2013

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Married to spouse in 2013

1 = Not married to spouse in 2013

Applies to: Married respondents who did not participate in the abbreviated interview. Where: B14AMARR = 2 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EDEPS*

Financially supported children

[If [began interview before July 1, 2014]]

Do you have any children you support financially? [else]

Do you have any children you supported financially at any time between July 2013 and June 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not financially support children

1 = Yes, financially supported children

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14EDEP2

Number of children financially supported

[If [began interview before July 1, 2014]]

How many children do you support financially? [else]

How many children did you support financially at any time between July 2013 and June 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

8 = 8

9 = 9

10 = 10

17 = 17

Applies to: Respondents who financially supported children and did not participate in the abbreviated interview. Where: B14EDEPS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EOTDEPS

Financially supported others

[(If B14AMARR = 2 and B14EDEPS in (0 -9)) or (B14AMARR = 2 and B14EDEPS = 1 and B14EDEP2 in (0 -9))]

Not including your spouse, [if [began interview before July 1, 2014]] are [else] were] you financially supporting anyone [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014?

[else if B14AMARR = 2 and B14EDEPS = 1 and B14EDEP2 > 0]

Not including your spouse and your [if B14EDEP2 > 1] [B14EDEP2] children [else] child], [if [began interview before July 1, 2014]] are [else] were] you financially supporting anyone [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014?

[else if B14AMARR ne 2 and B14EDEPS = 1 and B14EDEP2 > 0]

Not including your [if B14EDEP2 > 1] [B14EDEP2] children [else] child], [if [began interview before July 1, 2014]] are [else] were] you financially supporting anyone [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014?

[else] [If [began interview before July 1, 2014]] are [else] were] you financially supporting anyone else [if [began interview on or after July 1, 2014]] at any time between July 2013 and June 2014?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not financially support others

1 = Yes, financially supported others

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EOTDEPS2

Number of others financially supported

[(If B14AMARR = 2 and B14EDEPS in (0 -9)) or (B14AMARR = 2 and B14EDEPS = 1 and B14EDEP2 in (0 -9))]

Not including your spouse, how many others [if [began interview before July 1, 2014]] are [else] were] you financially supporting [if [began interview on or

*Item included in the BPS:12/14 Abbreviated Interview.

after July 1, 2014}} at any time between July 2013 and June 2014)?

[else if B14AMARR = 2 and B14EDEPS = 1 and B14EDEP2 > 0]

Not including your spouse and your [{if B14EDEP2 > 1} [B14EDEP2] children {else} child], how many others [{if [began interview before July 1, 2014]} are {else} were] you financially supporting [{if [began interview on or after July 1, 2014]} at any time between July 2013 and June 2014]?

[else if B14AMARR ne 2 and B14EDEPS = 1 and B14EDEP2 > 0]

Not including your [{if B14EDEP2 > 1} [B14EDEP2] children {else} child], how many others [{if [began interview before July 1, 2014]} are {else} were] you financially supporting [{if [began interview on or after July 1, 2014]} at any time between July 2013 and June 2014]?

[else]

How many others [{if [began interview before July 1, 2014]} are {else} were] you financially supporting [{if [began interview on or after July 1, 2014]} at any time between July 2013 and June 2014]?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

12 = 12

15 = 15

70 = 70

99 = 99

Applies to: Respondents who financially supported other dependents and did not participate in the abbreviated interview.

Where: B14EOTDEPS = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EKIDCOL

Number of dependents in college in 2013-14

How many of your dependents [{if [began interview before July 1, 2014]} have] attended a college, university, or trade school in the 2013-2014 school year (July 1, 2013-June 30, 2014)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Recode note: If [information on college status of only child available] then B14EKIDCOL = [college status of only child].

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

9 = 9

99 = 99

Applies to: Respondents who had children or other dependents and did not participate in the abbreviated interview. Where: (B14EDEPS = 1 or B14EOTDEPS = 1) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EREGSUPP

Regularly gave friends/family more than \$50 per month

Since July 2011, have you regularly given any friends or family who do not live with you more than \$50 per month to help them out?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not regularly give friends/family \$50 per month

1 = Yes, regularly gave friends/family \$50 per month

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARHELP*

Parents helped pay for education and living expenses in 2013-14

[If [began interview before July 1, 2014]]

In the 2013-2014 school year only (July 1, 2013-June 30, 2014), will your parents (or guardians) have helped you pay for any of your education or living expenses while you are enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else]

In the 2013-2014 school year only (July 1, 2013-June 30, 2014), did your parents (or guardians) help you pay for any of your education or living expenses while you were enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Parents did not help pay expenses

1 = Yes, parents helped pay expenses

Applies to: Respondents who attended any school in 2013-14 and whose parents were not deceased. Where: [Attended any school in 2013-14] and B14BPARED ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14EPARGATE

Parents paid education/ living expenses: more or less than \$2000

Ok. [If [began interview before July 1, 2014]] Is {else} Was] this amount:

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$2,000 or less

2 = More than \$2,000

Applies to: Respondents who attended any school in 2013-14, whose parents were not deceased, whose parents helped pay for their education or living expenses, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14BPARED ne 1 and B14EPARHELP = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARLOAMT

Parents paid education/ living expenses: \$2000 or less

[If [began interview before July 1, 2014]] Is {else} Was] it...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Less than \$250

2 = \$250 - \$500

3 = \$501 - \$1,000

4 = \$1,001 - \$1,500

5 = \$1,501 - \$2,000

Applies to: Respondents who attended any school in 2013-14, whose parents were not deceased, whose parents paid \$2,000 or less for their education or living expenses, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14BPARED ne 1 and B14EPARGATE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARHIAMT

Parents paid education/ living expenses: more than \$2000

[If [began interview before July 1, 2014]] Is {else} Was] it...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$2,001 - \$5,000

2 = \$5,001 - \$10,000

3 = \$10,001 - \$15,000

4 = \$15,001 - \$20,000

5 = \$20,001 - \$25,000

6 = More than \$25,000

Applies to: Respondents who attended any school in 2013-14, whose parents were not deceased, whose parents paid more than \$2,000 for their education or living expenses, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14BPARED ne 1 and B14EPARGATE = 2 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EFAMHELP

Family/ friends helped pay for education/ living expenses in 2013-14

[If [began interview before July 1, 2014]] and B14BPARED = 1]

In the 2013-2014 school year only [if B14AMARR = 2], and not including your spouse], will other family members or friends have helped you pay for any of your education or living expenses while you are enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else if [began interview on or after July 1, 2014]] and B14BPARED = 1]

In the 2013-2014 school year only [if B14AMARR = 2], and not including your spouse], did other family members or friends help you pay for any of your education or living expenses while you were enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else if B14AMARR = 2 and [began interview before July 1, 2014]]

In the 2013-2014 school year only, and not including your spouse or your parents (or guardians), will other family members or friends have helped you pay for any of your education or living expenses while you are enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else if B14AMARR = 2]

In the 2013-2014 school year only, and not including your spouse or your parents (or guardians), did other family members or friends help you pay for any of your education or living expenses while you were enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else if [began interview before July 1, 2014]]

In the 2013-2014 school year only, and not including your parents (or guardians), will other family members or friends have helped you pay for any of your education or living expenses while you are enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

[else]

*Item included in the BPS:12/14 Abbreviated Interview.

In the 2013-2014 school year only, and not including your parents (or guardians), did other family members or friends help you pay for any of your education or living expenses while you were enrolled in school? (Tuition and fees or school books are examples of education expenses. Rent and food are examples of living expenses.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Family or friends did not help pay expenses

1 = Yes, family or friends helped pay expenses

Applies to: Respondents who attended any school in 2013-14 and did not participate in the abbreviated interview. Where:

[Attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EFAMGATE

Family/friends paid education/living expenses: more or less than \$2000

Ok. [{If [began interview before July 1, 2014]} Is {else} Was] this amount:

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$2,000 or less

2 = More than \$2,000

Applies to: Respondents who attended any school in 2013-14, whose family or friends helped pay for their education or living expenses, and did not participate in the abbreviated interview.

Where: [Attended any school in 2013-14] and

B14EFAMHELP = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EFAMLOAMT

Family/friends paid education/living expenses: \$2000 or less
[{If [began interview before July 1, 2014]} Is {else} Was] it...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Less than \$250

2 = \$250 - \$500

3 = \$501 - \$1,000

4 = \$1,001 - \$1,500

5 = \$1,501 - \$2,000

Applies to: Respondents who attended any school in 2013-14, whose family or friends paid \$2,000 or less for their education or living expenses, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14EFAMGATE = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EFAMHIAMT

Family/friends paid education/living expenses: more than \$2000

[{If [began interview before July 1, 2014]} Is {else} Was] it...

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$2,001 - \$5,000

2 = \$5,001 - \$10,000

3 = \$10,001 - \$15,000

4 = \$15,001 - \$20,000

5 = \$20,001 - \$25,000

6 = More than \$25,000

Applies to: Respondents who attended any school in 2013-14, whose family or friends paid more than \$2,000 for their education or living expenses, and did not participate in the abbreviated interview. Where: [Attended any school in 2013-14] and B14EFAMGATE = 2 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ENUMCRD

Number of credit cards

Excluding debit or ATM cards, how many credit cards do you have in your own name that are billed to you? (Only include credit cards for which you pay at least some of the amount owed.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = None

1 = One

2 = More than one

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ECARRYBAL

Credit card amount carried over each month

[If B14ENUMCRD = 1]

Do you usually owe an amount that is carried over on your credit card from month to month?

[else]

Do you usually owe an amount that is carried over on your credit cards from month to month?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not usually carry amount over each month

1 = Yes, usually carried amount over each month

Applies to: Respondents who had at least one credit card and did not participate in the abbreviated interview. Where:

B14ENUMCRD > 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14ECRDBAL

Amount owed on all credit cards on last month's statement

[If B14ENUMCRD > 1]

What was the total amount you owed on all your credit cards combined according to your last month's statements?

[else]

What was the total amount you owed on your credit card according to your last month's statement?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one credit card, carried over an amount each month, and did not participate in the abbreviated interview. Where: B14ENUMCRD > 0 and B14ECARRYBAL = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ECCPAYMT

Amount paid toward all credit cards last month

[If B14ENUMCRD > 1]

What was the total amount you paid toward all of your credit card statements combined last month?

[else]

What was the total amount you paid toward your credit card statement last month?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had at least one credit card, carried over an amount each month, did not owe \$0 on their credit card(s), and did not participate in the abbreviated interview. Where: B14ENUMCRD > 0 and B14ECARRYBAL = 1 and B14ECRDBAL ne 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ERNTAMT

Monthly mortgage or rent amount

How much (on average) is your monthly rent or mortgage payment where you currently live? Please indicate only the amount that you [if B14AMARR = 2] and your spouse [else if B14AMARR = 6] and your partner] are responsible for paying. If someone else pays your rent or mortgage on your behalf, please indicate "0."

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who were not currently attending their primary school or were not currently on campus or in college-owned housing, and did not participate in the abbreviated interview. Where: ([Not currently attending primary school] or B14BSCHRES ne 1) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14ECARLON

Made car loan or lease payments

Do you [if B14AMARR = 2] or your spouse] make loan or lease payments for a car, truck, motorcycle, or other vehicle? If someone other than you [if B14AMARR = 2] or your spouse] makes the payment(s) on your behalf, please answer "No."

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not make car loan or lease payments

1 = Yes, made car loan or lease payments

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14ECARAMT

Monthly car loan or lease amount

How much do you [if B14AMARR = 2] and your spouse] usually pay in total vehicle loan or lease payments each month?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: Respondents who had a car loan or lease and did not participate in the abbreviated interview. Where:

B14ECARLON = 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EUNTAX

Received untaxed benefits in 2013-14 school year

[If TAGE >= 24 or B14AMARR = 2 or (B14EDEPS = 1 and B14EDEP2 > 0) or (B14EOTDEPS = 1 and B14EOTDEPS2 > 0)]

Between July 2013 and June 2014, did you [if B14AMARR = 2 or (B14EDEPS = 1 and B14EDEP2 > 0) or (B14EOTDEPS = 1 and B14EOTDEPS2 > 0)] or anyone in your household] receive any of the following benefits? Supplemental Security Income (SSI), SNAP (the Food Stamp Program), TANF (the Temporary Assistance for Needy Families Program), [if B14EDEPS = 1] The Free and Reduced Price School Lunch Program, WIC (the Special Supplemental Nutrition Program for Women, Infants, and Children)] [else]

Between July 2013 and June 2014, did you [if B14BPARED ne 1] or anyone in your parents' (or guardians') household] receive any of the following benefits? Supplemental Security Income (SSI), SNAP (the Food Stamp Program), TANF (the Temporary Assistance for Needy Families Program), The Free and Reduced Price School Lunch Program, WIC (the Special Supplemental Nutrition Program for Women, Infants, and Children)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Did not receive untaxed benefits

1 = Yes, received untaxed benefits

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARST

Parents' (or guardians') marital status

What is the current marital status of your parents or guardians? If your parents are divorced, please answer this question about the marital status of the parent or guardian whom you lived with most during the past 12 months. (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Married or remarried

2 = Single

3 = Divorced or separated

4 = Widowed

5 = Both parents or guardians are deceased

Applies to: Respondents younger than 24 years old, who were not married, had no children, whose parents were not deceased, and did not participate in the abbreviated interview. Where: TAGE < 24 and B14AMARR ne 2 and B14EDEP2 < 1 and B14BPARED ne 1 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPARNC

Parents' (or guardians') income in 2013

[If B14EPARST = 1 and COMPMODE = 1]

Which category best describes your parents' or guardians' combined income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the combined income of that parent and the person he or she is married to.)

[else if B14EPARST = 1]

What was your parents' or guardians' combined income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the combined income of that parent and the person he or she is married to.)

[else if B14EPARST = 2 and COMPMODE = 1]

Which category best describes your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was... (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else if B14EPARST = 2]

What was your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was... (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else if B14EPARST = 4 and COMPMODE = 1]

Which category best describes your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was...

[else if B14EPARST = 4]

What was your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was...

[else if COMPMODE = 1]

In calendar year 2013 (January 1, 2013, through December 31, 2013), which category best describes the income, prior to taxes and deductions, of the parent or guardian whom you lived with most in the past 12 months? Would you say it was... (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else]

In calendar year 2013 (January 1, 2013, through December 31, 2013), what was the income, prior to taxes and deductions, of the parent or guardian whom you lived with most in the past 12 months? Would you say it was... (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Under \$30,000

2 = \$30,000 to \$59,999

3 = \$60,000 to \$89,999

4 = \$90,000 to \$119,999

*Item included in the BPS:12/14 Abbreviated Interview.

5 = \$120,000 and above

6 = Don't know

Applies to: Respondents younger than 24 years old, who were not married, had no children, whose parents were not deceased, and did not participate in the abbreviated interview. Where: TAGE < 24 and B14AMARR ne 2 and B14EDEP2 < 1 and B14BPARED ne 1 and B14EPARST ne 5 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPTDCD

Parents (or guardians) are deceased

[If B14EPARST = 1 and COMPMODE = 1]

Which category best describes your parents' or guardians' combined income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the combined income of that parent and the person he or she is married to.)

[else if B14EPARST = 1]

What was your parents' or guardians' combined income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the combined income of that parent and the person he or she is married to.)

[else if B14EPARST = 2 and COMPMODE = 1]

Which category best describes your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was... (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else if B14EPARST = 2]

What was your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was.. (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else if B14EPARST = 4 and COMPMODE = 1]

Which category best describes your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was...

[else if B14EPARST = 4]

What was your parent or guardian's income in calendar year 2013 (January 1, 2013, through December 31, 2013), prior to taxes and deductions? Would you say it was...

[else if COMPMODE = 1]

In calendar year 2013 (January 1, 2013, through December 31, 2013), which category best describes the income, prior to taxes and deductions, of the parent or guardian whom you lived with most in the past 12 months? Would you say it was... (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else]

In calendar year 2013 (January 1, 2013, through December 31, 2013), what was the income, prior to taxes and deductions, of the parent or guardian whom you lived with most in the past 12 months? Would you say it was... (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

Parents (or guardians) are deceased

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = At least one parent or guardian living

1 = Both parents or guardians are deceased

Applies to: Respondents younger than 24 years old, who were not married, had no children, whose parents were not deceased, and did not participate in the abbreviated interview. Where: TAGE < 24 and B14AMARR ne 2 and B14EDEP2 < 1 and B14BPARED ne 1 and B14EPARST ne 5 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EPRHSD

Number of others financially supported by parents in 2013-14

[If B14EPARST = 1 and [currently attending any school]]

Not including yourself or your parents or guardians, how many people (for example, brothers or sisters or grandparents) have your parents or guardians been supporting financially since July 1, 2013? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the number of people that parent and the person he or she is married to, are supporting.)

[else if B14EPARST = 1 and [not currently attending any school]]

Not including yourself or your parents or guardians, how many people (for example, brothers or sisters or grandparents) did your parents or guardians support financially during the most recent term you attended

*Item included in the BPS:12/14 Abbreviated Interview.

school in the 2013-2014 school year? (If your parents are divorced and the parent you lived with more during the past 12 months is remarried, tell us about the number of people that parent and the person he or she is married to, are supporting.)

[else if B14EPARST in (2 4) and [currently attending any school]]

Not including yourself or your parent or guardian, how many people (for example, brothers or sisters or grandparents) has your parent or guardian been supporting financially since July 1, 2013? [{If B14EPARST = 2} (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)]

[else if B14EPARST in (2 4) and [not currently attending any school]]

Not including yourself or your parent or guardian, how many people (for example, brothers or sisters or grandparents) did your parent or guardian support financially during the most recent term you attended school in the 2013-2014 school year? [{If B14EPARST = 2} (Tell us about the parent or guardian whom you lived with most during the past 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)]

[else if [currently attending any school]]

Not including yourself or the parent or guardian whom you lived with most in the past 12 months, how many people (for example, brothers or sisters or grandparents) has this parent or guardian been supporting financially since July 1, 2013? (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

[else]

Not including yourself or the parent or guardian whom you lived with most in the past 12 months, how many people (for example, brothers or sisters or grandparents) did this parent or guardian support financially during the most recent term you attended school in the 2013-2014 school year? (If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you received support from a parent.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

2 = 2

3 = 3

4 = 4

5 = 5

6 = 6

7 = 7

8 = 8

9 = 9

10 = 10

11 = 11

12 = 12

14 = 14

22 = 22

70 = 70

Applies to: Respondents younger than 24 years old, who were not married, had no children, whose parents were not deceased, attended any school in 2013-14, and did not participate in the abbreviated interview. Where: TAGE < 24 and B14AMARR ne 2 and B14EDEP2 < 1 and B14BPARED ne 1 and B14EPARST ne 5 and B14EPTDCD ne 1 and [attended any school in 2013-14] and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EDPNUM

Number of others financially supported by parents in college in 2013-14

[If B14EPARST = 1 and [currently attending any school]]

Not including yourself or your parents or guardians, how many of the people financially supported by your parents or guardians have attended a college, university, or trade school since July 1, 2013?

[else if B14EPARST = 1 and [not currently attending any school]]

Not including yourself or your parents or guardians, how many of the people financially supported by your parents or guardians attended a college, university, or trade school during the most recent term you attended school in the 2013-2014 school year?

[else if [currently attending any school]]

Not including yourself or your parent or guardian, how many of the people financially supported by your parent or guardian have attended a college, university, or trade school since July 1, 2013?

[else]

Not including yourself or your parent or guardian, how many of the people financially supported by your parent or guardian attended a college, university, or trade school during the most recent term you attended school in the 2013-2014 school year?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = 0

1 = 1

*Item included in the BPS:12/14 Abbreviated Interview.

2 = 2
 3 = 3
 4 = 4
 5 = 5
 6 = 6
 12 = 12

Applies to: Respondents younger than 24 years old, who were not married, had no children, whose parents were not deceased, attended any school in 2013-14, whose parents financially supported at least one other person, and did not participate in the abbreviated interview. Where: TAGE < 24 and B14AMARR ne 2 and B14EDEP2 < 1 and B14BPARED ne 1 and B14EPARST ne 5 and B14EPTDCD ne 1 and [attended any school in 2013-14] and B14EPRHSD > 0 and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT250

Discount rate: \$250 today or \$250 in one year

Now [if COMPMODE = 1} I {else} we] have a series of quick “what-if” scenarios for you about money. Imagine you have a choice between receiving \$250 today or \$250 in one year. This gift is guaranteed whether you choose to take the \$250 today or \$250 in one year. Would you prefer...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between \$250 today and \$250 in one year. If the “today” time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250, B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$250 today

2 = \$250 in one year

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT300

Discount rate: \$250 today or \$300 in one year

Thanks. What about...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between

\$250 today and \$250 in one year. If the “today” time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250, B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$250 today

2 = \$300 in one year

Applies to: Respondents who answered “\$250 today” on B14EDSCT250 and did not participate in the abbreviated interview. Where: B14EDSCT250 = 1 and ABBREV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT350

Discount rate: \$250 today or \$350 in one year

OK. What about...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between \$250 today and \$250 in one year. If the “today” time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250, B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$250 today

2 = \$350 in one year

Applies to: Respondents who answered “\$250 today” on B14EDSCT300 and did not participate in the abbreviated interview. Where: B14EDSCT300 = 1 and ABBREV ne 1.
 Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT400

Discount rate: \$250 today or \$400 in one year

OK. What about...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between \$250 today and \$250 in one year. If the “today” time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250,

*Item included in the BPS:12/14 Abbreviated Interview.

B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$250 today

2 = \$400 in one year

Applies to: Respondents who answered “\$250 today” on B14EDSCT350 and did not participate in the abbreviated interview. Where: B14EDSCT350 = 1 and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT450

Discount rate: \$250 today or \$450 in one year

OK. What about...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between \$250 today and \$250 in one year. If the “today” time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250, B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$250 today

2 = \$450 in one year

Applies to: Respondents who answered “\$250 today” on B14EDSCT400 and did not participate in the abbreviated interview. Where: B14EDSCT400 = 1 and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14EDSCT500

Discount rate: \$250 today or \$500 in one year

Finally, how about...

NOTES: This question is part of a series of hypothetical questions that asked respondents to choose between preferences of receiving a set amount of money today or a set amount of money one year from now. The first question in the series (B14EDSCT250) asked respondents to choose between \$250 today and \$250 in one year. If the “today” time frame was chosen on any question in the series, the respondent was asked an additional question which increased the amount of money offered in one year. The six items in this series include: B14EDSCT250, B14EDSCT300, B14EDSCT350, B14EDSCT400, B14EDSCT450, and B14EDSCT500. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = \$250 today

2 = \$500 in one year

Applies to: Respondents who answered “\$250 today” on B14EDSCT450 and did not participate in the abbreviated interview. Where: B14EDSCT450 = 1 and ABBREV ne 1.
Source: BPS:12/14 Full-Scale Student Interview

B14FUSBORN

Born in the U.S. or a U.S. territory

Were you born in the United States (including Puerto Rico or another U.S. territory)?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not born in the U.S. or a U.S. territory

1 = Yes, born in the U.S. or a U.S. territory

Applies to: Respondents who were not NPSAS study members and did not participate in the abbreviated interview. Where: [Non-NPSAS study member] and ABBREV ne 1.

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14FCITZN*

Citizenship status

Are you a U.S. citizen?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Yes, U.S. citizen

2 = No, resident alien or other non-citizen

3 = No, student or visitor visa (F1/F2/J1/J2)

4 = No, other status

Applies to: Respondents who were not NPSAS study members. Where: [Non-NPSAS study member].

Source: BPS:12/14 and NPSAS:12 Full-Scale Student Interviews

B14FMILITA

Military status: veteran

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard?

Veteran

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not a veteran

1 = Yes, a veteran

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14FMILITB

Military status: active duty

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard?

Active Duty

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not on active duty

1 = Yes, on active duty

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMILITC

Military status: reserves

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard?

Reserves

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not in the reserves

1 = Yes, in the reserves

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMILITD

Military status: National Guard

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard?

National Guard

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not in the National Guard

1 = Yes, in the National Guard

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMILITN

Military status: none of the above

Are you a veteran of the U.S. Armed Forces, or are you currently serving in the Armed Forces either on active duty, in the reserves, or in the National Guard?

None of the above

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Served in the U.S. Armed Forces

1 = Did not serve in the U.S. Armed Forces

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FHISP*

Respondent of Hispanic or Latino origin

Are you of either Hispanic or Latino origin?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not of Hispanic or Latino origin

1 = Yes, of Hispanic or Latino origin

Applies to: Respondents who were not NPSAS study members. Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14FRACEA*

Race: White

What is your race? Choose one or more.

White

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not White

1 = Yes, White

Applies to: Respondents who were not NPSAS study members. Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14FRACEB*

Race: Black or African American

What is your race? Choose one or more.

Black or African American

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not Black or African American

1 = Yes, Black or African American

Applies to: Respondents who were not NPSAS study members. Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14FRACEC*

Race: Asian

What is your race? Choose one or more.

Asian

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not Asian

1 = Yes, Asian

*Item included in the BPS:12/14 Abbreviated Interview.

Applies to: Respondents who were not NPSAS study members.
Where: [Non-NPSAS study member].
 Source: BPS:12/14 Full-Scale Student Interview

B14FRACED*

Race: American Indian or Alaska Native

What is your race? Choose one or more.

American Indian or Alaska Native

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not American Indian or Alaska Native

1 = Yes, American Indian or Alaska Native

Applies to: Respondents who were not NPSAS study members.
Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14FRACEE*

Race: Native Hawaiian or Other Pacific Islander

What is your race? Choose one or more.

Native Hawaiian or Other Pacific Islander

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not Native Hawaiian or Other Pacific Islander

1 = Yes, Native Hawaiian or Other Pacific Islander

Applies to: Respondents who were not NPSAS study members.
Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14FSPLV

Spouse's highest level of education completed

What is the highest level of education your spouse has completed?

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Did not complete high school

2 = High school diploma or equivalent

3 = Vocational/technical training

5 = Associate's degree

6 = Some college but no degree

7 = Bachelor's degree

8 = Master's degree or equivalent

9 = Professional degree

10 = Doctoral degree

11 = Don't know

Applies to: Married respondents who did not participate in the abbreviated interview. Where: B14AMARR = 2 and ABBREV = 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMOMED*

Mother's highest level of education completed

When you first began college, what was the highest level of education your mother had completed?

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Did not complete high school

2 = High school diploma or equivalent

3 = Vocational/technical training

5 = Associate's degree

6 = Some college but no degree

7 = Bachelor's degree

8 = Master's degree or equivalent

9 = Professional degree

10 = Doctoral degree

11 = Don't know

Applies to: Respondents who were not NPSAS study members.
Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

B14FDADED*

Father's highest level of education completed

When you first began college, what was the highest level of education your father had completed?

NOTES: Professional degrees include the following types of degrees: chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine degrees. Doctoral degrees include degrees such as Ph.Ds and Ed.Ds, etc. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Did not complete high school

2 = High school diploma or equivalent

3 = Vocational/technical training

5 = Associate's degree

6 = Some college but no degree

7 = Bachelor's degree

8 = Master's degree or equivalent

9 = Professional degree

10 = Doctoral degree

11 = Don't know

Applies to: Respondents who were not NPSAS study members.
Where: [Non-NPSAS study member].

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14FACS16A*Deaf or serious difficulty hearing*

These last few questions will help us better understand the educational services available for people with disabilities. Are you deaf or do you have serious difficulty hearing?

NOTES: B14FACS16A is based on item 16A from the ACS (American Community Survey) 2008 questionnaire. This question refers to the owner or renter of the property being surveyed and asks, "Is this person deaf or does he/she have serious difficulty hearing?" The response options were "Yes" or "No." Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not deaf or serious difficulty hearing

1 = Yes, deaf or serious difficulty hearing

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FACS16B*Blind or serious difficulty seeing*

Are you blind or do you have serious difficulty seeing even when wearing glasses?

NOTES: B14FACS16B is based on item 16B from the ACS (American Community Survey) 2008 questionnaire. This question refers to the owner or renter of the property being surveyed and asks, "Is this person blind or does he/she have serious difficulty seeing even when wearing glasses?" The response options were "Yes" or "No." Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = Not blind or serious difficulty seeing

1 = Yes, blind or serious difficulty seeing

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FACS17A*Difficulty concentrating, remembering, making decisions*

Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions?

NOTES: B14FACS17A is based on item 17A from the ACS (American Community Survey) 2008 questionnaire. This question refers to the owner or renter of the property being surveyed and asks, "Because of a physical, mental, or emotional condition, does this person have serious difficulty concentrating, remembering, or making decisions?" The response options were "Yes" or "No." Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No difficulty concentrating

1 = Yes, difficulty concentrating

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FACS17B*Serious difficulty walking or climbing stairs*

Do you have serious difficulty walking or climbing stairs?

NOTES: B14FACS17B is based on item 17B from the ACS (American Community Survey) 2008 questionnaire. This question refers to the owner or renter of the property being surveyed and asks, "Does this person have serious difficulty walking or climbing stairs?" The response options were "Yes" or "No." Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

0 = No serious difficulty walking

1 = Yes, serious difficulty walking

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMAIN*Main type of condition or impairment*

What is the main type of condition or impairment that you have? (Please choose only one.)

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Hearing impairment

2 = Blindness or visual impairment

3 = Speech or language impairment

4 = Orthopedic or mobility impairment

5 = Specific learning disability or dyslexia

6 = Attention deficit disorder (ADD)

7 = Health impairment or problem

8 = Mental, emotional or psychiatric condition

9 = Depression

10 = Developmental disability

11 = Brain injury

12 = Other condition or impairment

Applies to: Respondents who had a hearing impairment or visual impairment or difficulty concentrating or difficulty walking and did not participate in the abbreviated interview. Where: (B14FACS16A = 1 or B14FACS16B = 1 or B14FACS17A = 1 or B14FACS17B = 1) and ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

B14FPHYSH*Self-rating of physical health*

In general, how is your physical health?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Excellent
- 2 = Very good
- 3 = Good
- 4 = Fair
- 5 = Poor

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMENTH*Self-rating of mental health*

In general, how is your mental health?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Excellent
- 2 = Very good
- 3 = Good
- 4 = Fair
- 5 = Poor

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

B14FMISSH*Amount of missed school/work in past 30 days due to physical/mental health concern*

In the past 30 days, how often did a physical or mental health concern cause you to miss a day of school or work?

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Never
- 2 = A few times
- 3 = About once a week
- 4 = Almost every day
- 5 = Every day

Applies to: Respondents who did not participate in the abbreviated interview. Where: ABBREV ne 1.

Source: BPS:12/14 Full-Scale Student Interview

Y_NPSCHL**Preload from NPSAS interview: NPSAS school name*

NOTES: Y_NPSCHL is the school name for the respondent's NPSAS school. This information comes from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). See

<http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.*Applies to: All respondents.*

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

Y_NPIPDS**Preload from NPSAS interview: NPSAS IPEDS ID*NOTES: Y_NPIPDS is the IPEDS ID for the respondent's NPSAS school. This information comes from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.*Applies to: All respondents.*

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

Y_NPCITY**Preload from NPSAS interview: NPSAS city*NOTES: Y_NPCITY is the city name for the respondent's NPSAS school. This information comes from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.*Applies to: All respondents.*

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

Y_NPSTAT**Preload from NPSAS interview: NPSAS state*NOTES: Y_NPSTAT is the state code for the respondent's NPSAS school. This information comes from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

- 1 = Alabama
- 2 = Alaska
- 3 = Arizona
- 4 = Arkansas
- 5 = California
- 6 = Colorado
- 7 = Connecticut
- 8 = Delaware

*Item included in the BPS:12/14 Abbreviated Interview.

- 9 = District of Columbia
- 10 = Florida
- 11 = Georgia
- 12 = Hawaii
- 13 = Idaho
- 14 = Illinois
- 15 = Indiana
- 16 = Iowa
- 17 = Kansas
- 18 = Kentucky
- 19 = Louisiana
- 20 = Maine
- 21 = Maryland
- 22 = Massachusetts
- 23 = Michigan
- 24 = Minnesota
- 25 = Mississippi
- 26 = Missouri
- 27 = Montana
- 28 = Nebraska
- 29 = Nevada
- 30 = New Hampshire
- 31 = New Jersey
- 32 = New Mexico
- 33 = New York
- 34 = North Carolina
- 35 = North Dakota
- 36 = Ohio
- 37 = Oklahoma
- 38 = Oregon
- 39 = Pennsylvania
- 40 = Rhode Island
- 41 = South Carolina
- 42 = South Dakota
- 43 = Tennessee
- 44 = Texas
- 45 = Utah
- 46 = Vermont
- 47 = Virginia
- 48 = Washington
- 49 = West Virginia
- 50 = Wisconsin
- 51 = Wyoming

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

Y_NPCTRL*

Preload from NPSAS interview: NPSAS control

NOTES: Y_NPCTRL is the control the for the respondent's NPSAS school. The institution control is a classification of whether an institution is operated by publicly elected/appointed officials or by privately elected/appointed officials and derives its major source of funds from private sources. This information comes from the U.S. Department of Education's Integrated

Postsecondary Education Data System (IPEDS). See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS.

Public institution - An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

Private nonprofit institution - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Private for-profit institution - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = Public

2 = Private nonprofit

3 = Private for-profit

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

Y_NPLEVL*

Preload from NPSAS interview: NPSAS level

NOTES: Y_NPLEVL is the level for the respondent's NPSAS school. The level indicates the length of time it takes to complete the highest level of program offered by the institution. This information comes from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). See <http://nces.ed.gov/ipeds/datacenter/> for more information on IPEDS. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

1 = 4-year

2 = 2-year

3 = Less-than-2-year

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview, IPEDS 2011-13

B14FDISTNC*

Permanent address zip code in 2013-14

[If [currently enrolled at primary school]]

What is the 5-digit ZIP code of your permanent address? Your permanent address is usually your legal residence, such as where you maintain your driver's license or are registered to vote.

[else]

What was the 5-digit ZIP code of your permanent address when you last attended [T_PRMSCH]? Your

*Item included in the BPS:12/14 Abbreviated Interview.

permanent address is usually your legal residence, such as where you maintain your driver's license or are registered to vote.

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14G1FZ*

Local address foreign zip code in 2013-14

What is your address?

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14G1ZP*

Local address zip code in 2013-14

What is your address?

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14GP1FZ*

Parent 1 foreign zip code in 2013-14

Please provide contact information for your parents or guardians who live together at the same address. (You will have the opportunity to provide contact information for other parents or guardians who live at a different residence next.)

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14GP1ZP*

Parent 1 zip code in 2013-14

Please provide contact information for your parents or guardians who live together at the same address. (You will have the opportunity to provide contact information for other parents or guardians who live at a different residence next.)

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14GP2FZ*

Parent 2 foreign zip code in 2013-14

Please update contact information for your other parent(s) or guardian(s).

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

B14GP2ZP*

Parent 2 zip code in 2013-14

Please update contact information for your other parent(s) or guardian(s).

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: BPS:12/14 Full-Scale Student Interview

N12LOCFZ*

Local address foreign zip code in 2011-12

What is your local address?

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12LOCZP*

Local address zip code in 2011-12

What is your local address?

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12P1FZ*

Parent 1 foreign zip code in 2011-12

Please provide contact information for your parent(s) or guardian(s) who live together at the same address.

You will have the opportunity to provide contact

*Item included in the BPS:12/14 Abbreviated Interview.

information for other parents or guardians who live at a different address next.

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12P1ZP*

Parent 1 zip code in 2011-12

Please provide contact information for your parent(s) or guardian(s) who live together at the same address. You will have the opportunity to provide contact information for other parents or guardians who live at a different address next.

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12P2F^{Z*}

Parent 2 foreign zip code in 2011-12

Please provide contact information for your other parent(s) or guardian(s).

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12P2ZP*

Parent 2 zip code in 2011-12

Please provide contact information for your other parent(s) or guardian(s).

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12PRMFZ*

Permanent foreign zip code in 2011-12

Please provide your permanent or primary address.

Foreign Zip/Postal Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12PRMZP*

Permanent zip code in 2011-12

Please provide your permanent or primary address.

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

N12DISTNC*

Permanent address zip code in 2011-12

[If [currently enrolled at NPSAS]]

What is the 5-digit ZIP code of your permanent address? Your permanent address is usually your legal residence, such as where you maintain your driver's license or are registered to vote.

[else]

What was the 5-digit ZIP code of your permanent address when you last attended [NPSAS] in the 2011-2012 school year? Your permanent address is usually your legal residence, such as where you maintain your driver's license or are registered to vote.

Zip Code

NOTES: Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Applies to: All respondents.

Source: NPSAS:12 Full-Scale Student Interview

*Item included in the BPS:12/14 Abbreviated Interview.

Appendix D: Interviewer Training

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Training Materials Agenda



Online training modules to be completed via iLearning prior to training:

Study overview: sample size, sample characteristics, content, topics covered, key data collection dates, incentive structure, sample interview, FAQs, NPSAS/BPS comparison

Training Agenda

Introductions & Training Objectives

Review of Pre-Training Activities

How to Approach Cases on BPS:12/14

Demonstration Interviews and Interview Basics: Part I

BPS Survey Tips (Conversational/Professional Interviewing)

Break

Frequently Asked Questions/Pronunciation Guide

Demonstration Interviews and Interview Basics: Part II

Review of Training Objectives and Morning Training Evaluation

Lunch

Locating Clinic

Round-Robin Mock Interview

Break

Round-Robin Mock Interview

Frequently Asked Questions/Pronunciation Guide

Certification Interviews (Paired)

Review of Training Objectives and Afternoon Training Evaluation



Training Materials Cover Page and Contents

2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14)

Data Collection Interviewer Manual

May 2014

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Brochure

What happens to the results?

Results from the current study are scheduled to be released in spring 2015 and will be posted on the BPS website as soon as they are available. Results will be presented in summary form only; no individual results will be published. Publications from previous studies are available free of charge on the BPS website at <http://nces.ed.gov/surveys/bps/>.

In a previous BPS, about 15,000 students who began their postsecondary education in the 2003-04 academic year were contacted again for interviews in 2006 and 2009. Below is a snapshot of what we've learned from their experiences. NOTE: Numbers have been rounded and may not sum to 100%.

Enrollment status: 2003-04 academic year

Enrollment Status	Percentage
Full-time	71%
Part-time	29%

Employment status when first enrolled: 2003-04 academic year

Employment Status	Percentage
Full-time	42%
Part-time	22%
Did not work	37%

Highest degree attained by 2009

Highest Degree Attained	Percentage
No degree or certificate, not enrolled	36%
Earned degree/certificate	49%
Still enrolled	15%

To see more results, go to <http://nces.ed.gov/pubs2011/2011152.pdf>



BPS HELP DESK

1-800-334-2321

bps@rti.org

<https://surveys.nces.ed.gov/bps/>

If you have questions or concerns, please contact:

Jennifer Wine, Ph.D.
BPS Project Director (RTI)
jennifer@rti.org
1-877-225-8470

Sarah Crissey, Ph.D.
BPS Project Officer (NCES)
sarah.crissey@ed.gov
1-202-502-7395



National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

2012/14 BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY

BPS



ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences

NCES 2014-030



What is BPS?

The Beginning Postsecondary Students Longitudinal Study (BPS) follows first time beginning students to find out about their experiences after enrolling in postsecondary education. BPS will survey about 37,000 students in 2014, and again in 2017, to collect information about their education progress and plans, experience in the workforce, earnings and expenses, family status, and personal and professional goals. In addition to survey responses, we collect financial aid, student data, and related information from institutions and other sources such as student loan databases and admissions testing agencies.

Why am I being asked to participate?

You are being asked to participate in BPS because you enrolled in college or another postsecondary institution for the first time during the 2011-12 academic year. Most study participants were first surveyed in 2012 as part of the National Postsecondary Student Aid Study.

Why is my participation important?

Policymakers and researchers use BPS data to better understand beginning students' paths in postsecondary education. Your responses, combined with institutional records, help answer questions such as the following:

- Why do students leave school?
- How likely are students to finish college?
- How much debt do college students have?
- Do people who earn certificates and associate's degrees get jobs in their area of study?

Although participation in this study is voluntary, there is no substitute for your responses.

Who is conducting BPS?

BPS is sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. The study is being conducted under contract by RTI International, a nonprofit research organization based in North Carolina. The 2012/14 Beginning Postsecondary Students Longitudinal Study is conducted under the authority of the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. § 9543), which authorizes NCES to collect and disseminate information about education in the United States.

Are there benefits or risks to my participation?

While there are no specific benefits to you for participating in BPS, your participation will help ensure the success of the study and help educators, researchers, and policymakers better understand the costs and benefits of postsecondary education.

The risk of participation in this study relates to data security. The strict security procedures in place minimize the risks of participation.

How will my information be protected?

Federal law requires that we respect your privacy. NCES is required to follow strict procedures to protect the confidentiality of persons in the collection, which includes the reporting and publication of data. All individually identifiable information supplied by individuals or institutions to NCES may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law (ESRA 2002, 20 U.S.C. § 9573).

RTI International is a trade name of Research Triangle Institute.

Data security procedures are reviewed by RTI's Institutional Review Board in the Office of Research Protection and have been reviewed and approved by NCES data security staff. Your answers are secured behind firewalls and are encrypted during internet transmission using Secure Sockets Layer protocol. All data entry modules are password protected and require the user to log in before accessing confidential data. Project staff are subject to large fines or imprisonment if individual responses are disclosed.

How do I participate?

You may complete the BPS survey in one of two ways:

1. Online.

Go to the study website at <https://surveys.nces.ed.gov/bps/>. Simply enter your Study ID and password and select LOGIN.





2. By telephone.

If you prefer to complete the BPS survey by telephone, call the BPS Help Desk at 1-800-334-2321 to speak with a professional interviewer.

If you need assistance, call the BPS Help Desk at 1-800-334-2321, or contact us via email at bps@rti.org.

Your participation is very important to the success of BPS.

Thank You/Reminder Postcard

National Center for Education Statistics
U.S. Department of Education (ATTN: Data Capture)
5265 Capital Boulevard
Raleigh, NC 27616-2925
RTI Project #0212353.200.002.336

ADDRESS SERVICE REQUESTED

**What have you been
doing since starting
college?**

**An important study
wants to know.**

**Jane Smith
123 Maple Street
Apt A
Anytown, US 12345**

ies.ed.gov

www.ed.gov



2012/14 Beginning Postsecondary Students Longitudinal Study (BPS)

Fname,

Recently we sent you information about completing the U.S. Department of Education's **BPS survey**. This study helps policymakers learn about the issues that impact the lives of students who are starting postsecondary education.

<If you haven't yet participated, we'd like to remind you that we're offering **\$<30>** as a token of our appreciation for completing the <20>-minute survey.>

To complete your survey online, log into the study website at

<https://surveys.nces.ed.gov/bps>
Study ID: <<12345678>>
Password: <<P@s\$w0rd>>n

Or call **1-800-334-2321** to complete your survey by phone.

Thank you for your participation!

The Beginning Postsecondary Students Longitudinal Study (BPS) Field Test is a survey of individuals who began postsecondary education during the 2011-12 academic year. RTI International is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences.



Initial Contact Letter—Student

<<date>>

<<name>>

<<addr1>>

<<addr2>>

<<city>>, <<st>> <<zip>>

Dear <<fname>>,

I am pleased to inform you that you have been selected to participate in the Beginning Postsecondary Students Longitudinal Study (BPS), an important study that follows up with students who first enrolled in postsecondary education during the 2011-12 school year.<< You may recall participating in the National Postsecondary Student Aid Study, a related study, in 2012.>> Your participation in BPS is important to the success of the study.

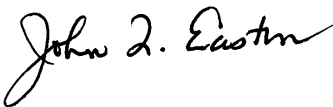
When BPS data collection begins, we will contact you again with specific information about how to participate. In the meantime, we need to update our contact information for you. **Please help us now by providing your mailing address, telephone number(s), and e-mail address(es) online at <https://surveys.nces.ed.gov/bps/>.** You will also find out more about BPS at this website.

To update your contact information online:
Go to <https://surveys.nces.ed.gov/bps/>
Enter Study ID number <<caseid>>

The enclosed brochure provides more information about BPS. If you have additional questions or concerns about the study after reviewing this material, please call the RTI study director, Jennifer Wine at 1-877-225-8470.

We thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,



John Q. Easton

Director, Institute of Education Sciences
Acting Commissioner, National Center for Education Statistics

Enclosure

The Beginning Postsecondary Students Longitudinal Study (BPS:12/14) is conducted by NCES under the authorization of the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. Data collected are used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0631. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this survey, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this survey, write directly to: The 2012-14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14), National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Initial Contact Letter—Parent

<<date>>

<<name>>

<<addr1>>

<<addr2>>

<<city>>, <<st>> <<zip>>

Dear «Parentfname» «Parentlname»:

The U.S. Department of Education's National Center for Education Statistics (NCES) is conducting the Beginning Postsecondary Students Longitudinal Study (BPS). BPS follows up with students who first enrolled in postsecondary education during the 2011-12 school year. <<casename>> <<participated in the National Postsecondary Student Aid Study and>> has been selected to participate in BPS.

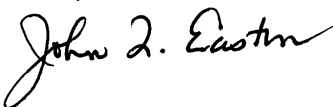
We will be contacting «fname» and other study participants to complete the survey in <<month>> 2014, but before data collection can begin, we need your help to update our records. Please take a few minutes to update the contact information online, or complete the enclosed Contact Information Update Form and return it in the enclosed postage-paid envelope.

To update contact information for <<fname>> online:
Go to <https://surveys.nces.ed.gov/bps/>
Enter Study ID number «caseid»

If you would like more information about the BPS study, please review the enclosed brochure, visit <http://surveys.nces.ed.gov/bps/>, or call the RTI study director, Jennifer Wine at 1-877-225-8470.

We sincerely appreciate your assistance and thank you in advance for helping us conduct this important study.

Sincerely,



John Q. Easton
Director, Institute of Education Sciences
Acting Commissioner, National Center for Education Statistics

Enclosure

The Beginning Postsecondary Students Longitudinal Study (BPS:12/14) is conducted by NCES under the authorization of the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. Data collected are used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0631. The time required to complete this information collection is estimated to average 35 minutes per response, including the time to review instructions, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this survey, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this survey, write directly to: The 2012-14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14), National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Data Collection Announcement Letter

February 10th, 2014

Jane Doe
123 Main Street
Washington, DC 20006

Dear Jane Doe:

Recently, we contacted you about your selection for the Beginning Postsecondary Students Longitudinal Study (BPS), a survey of students who first enrolled in postsecondary education during the 2011-12 school year. Data collection for BPS is now underway, and we would like to invite you to complete the survey. **The survey will take approximately 35 minutes to complete.**

To complete the survey, log on to our secure website at <https://surveys.nces.ed.gov/bps/> using the Study ID and password below:

Study ID = Your Study ID

Password = Your password (password is case sensitive).

You represent many students like you who were not selected for BPS and your participation is important to the success of the study. If you have questions, problems completing your survey online, or prefer to complete the survey over the telephone, simply call the **BPS Help Desk** at **1-800-334-2321**.

If you have any other questions or concerns about the study, please contact the BPS Project Director, Dr. Jennifer Wine, at 877-225-8470, jennifer@rti.org, or the NCES Project Officer, Dr. Sarah Crissey, at 202-502-7395, Sarah.Crissey@ed.gov.

Thank you in advance for making BPS a success.

Sincerely,



Jennifer Wine
BPS Project Director
Education Studies Division
RTI International



Sarah Crissey
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosure

The Beginning Postsecondary Students Longitudinal Study (BPS:12/14) is conducted by NCES under the authorization of the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. Data collected are used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0631. The time required to complete this information collection is estimated to average 35 minutes per response, including the time to review instructions, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this survey, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this survey, write directly to: The 2012-14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14), National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Incentive Letter

<<date>>

<<name>>

<<addr1>>

<<addr2>>

<<city>>, <<st>> <<zip>>

Dear «fname» «lname»:

On behalf of the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences and the staff of the Beginning Postsecondary Students Longitudinal Study, we would like to thank you. Your participation in BPS is very important in helping to ensure the success of the study.

Enclosed you will find a check for \$«IncAmt» as a token of our appreciation.

If you have any questions, please do not hesitate to contact us at 1-877-225-8470.

Sincerely,



Jennifer Wine
BPS Project Director
RTI International



Sarah Crissey
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosure

Final Postcard

National Center for Education Statistics
 U.S. Department of Education (ATTN: Data Capture)
 5265 Capital Boulevard
 Raleigh, NC 27616-2925
 RTI Project #0212353.200.002.336/panelinfo/controlid

ADDRESS SERVICE REQUESTED

«casename»
 «addr1»
 «addr2»
 «city», «state» «zip»

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You could earn \$«incamt» for
 «surveytime» minute survey. It's easy
 Find out more >>>>

HOW TO COMPLETE BPS

in 3 easy steps



«fname», don't miss out on BPS.

It only takes about «surveytime» minutes to contribute to this important study, and we'll give you \$«incamt» for your time!

«fill2»

<https://surveys.nces.ed.gov/bps>

Study ID Number: [12345678]

Password: [p@s\$w0rd]y

Or call 1-800-334-2321

The Beginning Postsecondary Students Longitudinal Study (BPS) is a survey of individuals who began postsecondary education during the 2011-12 academic year. RTI International is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences.

Data Collection Announcement E-mail

SUBJ: It's time to complete your BPS survey!

Dear <<fname>>,

Recently, we contacted you about your selection for the Beginning Postsecondary Students Longitudinal Study (BPS), a survey of students who, like you, first enrolled in postsecondary education during the 2011-12 school year. Data collection for BPS is now underway, and we would like to invite you to complete the survey by <<early_Web_date>>.

The survey will take about <<time>> minutes to complete. <<If you complete your BPS survey by [DATE], you will receive a \$[INCAMT] check as a token of our appreciation. / Please complete the survey by [DATE].>> To access the online survey, just [click here](#) to get started or log in on our secure website:

<https://surveys.nces.ed.gov/bps/>

Study ID: <caseid>

Password: <password>e

The BPS survey will ask about your experiences since enrolling at <<NPSAS school>>. Your participation, while voluntary, is important to the success of the study. **If you would like to complete the survey over the telephone, please call the BPS Help Desk at 1-800-334-2321.**

If you have any questions about the study, please contact me at 1-877-225-8470 or jennifer@rti.org, or the NCES Project Officer, Dr. Sarah Crissey, at 202- 502-7395 or Sarah.Crissey@ed.gov.

Thank you for helping to make BPS a success.



Jennifer Wine
BPS Project Director

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Appendix F: Item Response Rates and Imputation Results

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Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014

Variable	Description	Sample size	Item response rate	Item non-response rate
ACDSATIS	Engagement: satisfaction with studies 2012	24,770	81.52	18.48
ACDSATIS14	Engagement: satisfaction with studies 2014	9,830	94.77	5.23
ALTAVNGHT	Alternative courses: attend if night courses not available 2011-12	6,100	75.56	24.44
ALTAVONLN	Alternative courses: attend if online not available 2011-12	4,630	72.05	27.95
ALTAVWKND	Alternative courses: attend if weekend courses not available 2011-12	1,440	76.14	23.86
ALTNIGHT14	Alternative courses: all taken completely at night 2013-14	9,830	94.41	5.59
ALTONLN14	Alternative courses: all taken completely online 2013-14	9,830	94.31	5.69
ALTWKND14	Alternative courses: all taken completely on weekend 2013-14	9,830	94.43	5.57
ATTNPTRN	Base year attendance intensity (all schools)	24,770	99.08	0.92
BELONG	Engagement: felt like a part of institution 2012	24,770	81.40	18.60
BELONG14	Engagement: felt like a part of institution 2014	9,830	94.68	5.32
CARAMT14	Monthly car loan payment 2014	24,770	85.34	14.66
CARLN14	Have a car loan 2014	24,770	85.56	14.44
CITIZEN2	Citizenship 2012	24,770	99.91	0.09
CRDBAL14	Credit cards: balance due 2014	7,260	49.01	50.99
CRDNUM14	Credit cards: number in own name 2014	24,770	85.93	14.07
CRDPAY14	Credit cards: pay off balance 2014	12,470	72.49	27.51
CURCONF	Academic confidence: 2011-12	24,770	81.47	18.53
CURCONF14	Academic confidence: 2013-14	9,830	94.80	5.20
DECMJ14	Field of study: formally declared when last enrolled 2014	24,710	99.98	0.02
DEGEVR	Likelihood of ever completing expected degree 2012	24,550	82.26	17.74
DEGEXP	Likelihood of completing degree by expected date 2012	23,440	85.84	14.16
DEGEXPDT	Date expected to complete degree requirements	24,550	77.24	22.76
DEPANY	Dependents: Has any dependents	24,770	99.91	0.09
DEPANY14	Has dependents: any 2014	24,770	95.72	4.28
DEPCOL14	Independent students: number of dependents in college 2013-14	4,220	98.97	1.03
DEPINC14	Dependent students: parents' income 2013-14	11,710	65.66	34.34
DEPNUM14	Has dependents: number of children 2014	24,770	95.92	4.08
DEPOTH14	Has dependents: number other than children 2014	24,770	92.32	7.68
DEPTOT14	Has dependents: number 2014	24,770	91.49	8.51
DGEVR14	Highest degree ever expected 2014	24,770	99.25	0.75
DIS16A14	Disability 2014: deaf or serious difficulty hearing	24,770	86.03	13.97
DIS16B14	Disability 2014: blind or serious difficulty seeing	24,770	86.10	13.90
DIS17A14	Disability 2014: serious difficulty concentrating/remembering/deciding	24,770	85.97	14.03
DIS17B14	Disability 2014: serious difficulty walking or climbing stairs	24,770	86.06	13.94
DSCTRATE	Discount rate 2012	24,770	79.71	20.29
DSTUINC14	Dependent students: income 2013-14	11,710	65.81	34.19

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

Variable	Description	Sample size	Item response rate	Item non-response rate
EMPENRL01	Employment string for JOB 1	20,840	87.14	12.86
EMPENRL02	Employment string for JOB 2	10,570	74.73	25.27
EMPENRL03	Employment string for JOB 3	5,270	49.16	50.84
EMPENRL04	Employment string for JOB 4	3,520	22.91	77.09
EMPENRL05	Employment string for JOB 5	2,950	7.56	92.44
EMPENRL06	Employment string for JOB 6	2,780	2.26	97.74
EMPENRL07	Employment string for JOB 7	2,750	0.82	99.18
EMPENRL08	Employment string for JOB 8	2,720	0.08	99.92
EMPLYAM14	Employer aid (student & parents): amount received 2013-14	15,930	86.86	13.14
ENLEN	Total number of months enrolled in year 1	24,770	99.08	0.92
EVDECFAIA	Ever declared a major (associate's) at first inst through June 2014	24,770	98.82	1.18
EVDECFIBA	Ever declared a major (bachelor's) at first inst through June 2014	24,770	99.21	0.79
EVERDECAA	Ever declared a major (associate's) through June 2014	24,770	99.99	0.01
EVERDECBA	Ever declared a major (bachelor's) through June 2014	24,770	98.92	1.08
EXOCC6	Expected job: type of occupation 2012 (specific)	24,770	79.88	20.12
EXPBA	Bachelor's program intentions within 5 years 2012	10,190	70.65	29.35
EXPBA14	Bachelor's program intentions within 2 years 2014	7,940	89.43	10.57
EXPFLD	Job non-monetary benefits: importance of being an expert 2012	24,770	80.80	19.20
EXPWAGE	Expected job: annual salary expected 2012	24,770	87.87	12.13
FACULTY	Engagement: interactions with faculty 2012	24,770	81.45	18.55
FACULTY14	Engagement: interactions with faculty 2014	9,830	94.69	5.31
FAMAMT14	Help from family and friends: total amount received 2013-14	15,930	88.11	11.89
FAMTIM	Job non-monetary benefits: importance of balancing work/family 2012	24,770	80.87	19.13
FEDBEN14	Received federal benefit: any 2014	24,770	91.29	8.71
FEDBEN14A	Received federal benefit: Food Stamps 2014	24,770	77.37	22.63
FEDBEN14B	Received federal benefit: Free or Reduced Price Lunch 2014	24,770	77.37	22.63
FEDBEN14C	Received federal benefit: Supplemental Security Income 2014	24,770	77.37	22.63
FEDBEN14D	Received federal benefit: TANF 2014	24,770	77.37	22.63
FEDBEN14E	Received federal benefit: WIC 2014	24,770	77.37	22.63
FHSUPP	Supportive of PSE: friends from home 2011-12	24,770	81.73	18.27
FHSUPP14	Supportive of PSE: friends from home 2013-14	24,770	87.00	13.00
FSSUPP	Supportive of PSE: friends from school 2011-12	24,770	81.80	18.20
FSSUPP14	Supportive of PSE: friends from school 2013-14	24,770	87.02	12.98
GPA	Grade point average 2011-12	24,770	93.65	6.35
GPAEST14	Grade point average estimate 2014	20,860	88.79	11.21
HCYSMATH	Years completed/planned math	22,310	99.68	0.32
HIEXPWGE	Expected job: highest annual salary expected 2012	24,770	76.93	23.07

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

Variable	Description	Sample size	Item response rate	Item non-response rate
HLPOTH	Job non-monetary benefits: importance of helping others 2012	24,770	80.97	19.03
HRSWKJ1Y1	Jobs while enrolled: hours worked for job 1 at year 1	5,530	88.87	11.13
HRSWKJ1Y2	Jobs while enrolled: hours worked for job 1 at year 2	7,450	90.93	9.07
HRSWKJ1Y3	Jobs while enrolled: hours worked for job 1 at year 3	9,500	91.90	8.10
HRSWKJ2Y1	Jobs while enrolled: hours worked for job 2 at year 1	3,100	75.78	24.22
HRSWKJ2Y2	Jobs while enrolled: hours worked for job 2 at year 2	3,580	78.23	21.77
HRSWKJ2Y3	Jobs while enrolled: hours worked for job 2 at year 3	2,610	80.18	19.82
HRSWKJ3Y1	Jobs while enrolled: hours worked for job 3 at year 1	950	70.23	29.77
HRSWKJ3Y2	Jobs while enrolled: hours worked for job 3 at year 2	1,040	78.85	21.15
HRSWKJ3Y3	Jobs while enrolled: hours worked for job 3 at year 3	610	79.46	20.54
HRSWKJ4Y1	Jobs while enrolled: hours worked for job 4 at year 1	340	74.01	25.99
HRSWKJ4Y2	Jobs while enrolled: hours worked for job 4 at year 2	280	78.69	21.31
HRSWKJ4Y3	Jobs while enrolled: hours worked for job 4 at year 3	170	83.15	16.85
HRSWKJ5Y1	Jobs while enrolled: hours worked for job 5 at year 1	100	70.45	29.55
HRSWKJ5Y2	Jobs while enrolled: hours worked for job 5 at year 2	60	75.85	24.15
HRSWKJ5Y3	Jobs while enrolled: hours worked for job 5 at year 3	40	89.72	10.28
HRSWKJ6Y1	Jobs while enrolled: hours worked for job 6 at year 1	30	72.37	27.63
HRSWKJ6Y2	Jobs while enrolled: hours worked for job 6 at year 2	20	76.88	23.12
HRSWKJ6Y3	Jobs while enrolled: hours worked for job 6 at year 3	20	57.83	42.17
HRSWKJ7Y1	Jobs while enrolled: hours worked for job 7 at year 1	10	98.85	1.15
HRSWKJ7Y2	Jobs while enrolled: hours worked for job 7 at year 2	10	75.30	24.70
HRSWKJ7Y3	Jobs while enrolled: hours worked for job 7 at year 3	0	100.00	0.00
HRSWKJ8Y1	Jobs while enrolled: hours worked for job 8 at year 1	0	99.50	0.50
HSGRADYM	Month and year of high school completion	24,570	99.90	0.10
IMPACAD	PSE service importance: academic advising in 2011-12	15,590	72.16	27.84
IMPACAD14	PSE service importance: academic advising in 2013-14	8,490	91.06	8.94
IMPACSP	PSE service importance: academic support services in 2011-12	10,450	57.99	42.01
IMPACSP14	PSE service importance: academic support services in 2013-14	4,270	82.13	17.87
IMPCPP	PSE service importance: career planning services in 2011-12	8,310	41.06	58.94
IMPCPP14	PSE service importance: career planning services in 2013-14	3,690	78.61	21.39
IMPFINAID	PSE service importance: financial aid services in 2011-12	17,770	71.14	28.86
IMPFINAID14	PSE service importance: financial aid services in 2013-14	5,160	83.94	16.06
IMPHLTH	PSE service importance: student health services in 2011-12	7,510	45.82	54.18
IMPHLTH14	PSE service importance: student health services in 2013-14	3,800	81.10	18.90
INCSPS14	Independent students: spouse's income 2013-14	2,850	22.35	77.65
ISTUINC14	Independent students: income 2013-14	4,220	76.65	23.35
JBEN14A	Job 2014: eligible for life insurance	5,600	68.44	31.56

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

Variable	Description	Sample size	Item response rate	Item non-response rate
JBEN14B	Job 2014: eligible for health insurance	5,600	70.11	29.89
JBEN14C	Job 2014: eligible for retirement benefits	5,600	69.20	30.80
JOBLIC14	Job 2014: has industry certification or license	5,600	74.82	25.18
JOBLIC14	Job 2014: has industry certification or license	5,600	74.82	25.18
JOBOCC14	Job 2014: occupation	5,600	74.70	25.30
JOBRCLG14	Job 2014: related to college studies	4,980	73.83	26.17
JOBRCL14	Job 2014: job required industry certification or license	5,600	74.65	25.35
JOBRFLT14	Job 2014: related to intended future work	5,600	74.67	25.33
JOBSELF14	Job 2014: self employed	5,600	76.24	23.76
JOBTIM14	Job 2014: years worked in same or similar job	5,600	73.03	26.97
KNOWCLAS	Knew requirements needed to complete degree at NPSAS 2012	23,650	74.81	25.19
KNOWCLAS14	Knew requirements needed to complete degree when last enrolled 2014	11,020	80.64	19.36
LEISTIME	Job non-monetary benefits: importance of balancing work/leisure 2012	24,770	80.73	19.27
LKOCCATHD	Expected job: Likelihood of holding job after highest attainment 2012	24,770	80.30	19.70
LOCALR14	Housing when last enrolled 2014	11,180	93.37	6.63
LOCJOB12	Jobs while enrolled: on or off campus 2011-12	8,960	72.02	27.98
LOCJOB13	Jobs while enrolled: on or off campus 2012-13	10,240	75.94	24.06
LOCJOB14	Jobs while enrolled: on or off campus 2013-14	10,310	79.49	20.51
LOEXPWGE	Expected job: lowest annual salary expected 2012	24,770	77.16	22.84
MAJ14	Field of study: last enrolled any degree 2014 (23 categories)	24,710	99.98	0.02
MAJAA14	Field of study: last enrolled in associate's 2014 (23 categories)	11,550	99.97	0.03
MAJBA14	Field of study: last enrolled in bachelor's 2014 (23 categories)	12,050	99.97	0.03
MAJCHGAA14	Major changes (associate's): number anywhere through June 2014	11,000	99.96	0.04
MAJCHGBA14	Major changes (bachelor's): number anywhere through June 2014	11,730	99.97	0.03
MAJCT14	Field of study: last enrolled in certificate 2014 (23 categories)	5,880	99.99	0.01
MENTH	Health: mental 2012	24,770	80.04	19.96
MENTH14	Health: mental 2014	24,770	86.02	13.98
MILTYP14	Military type 2014	24,770	89.83	10.17
MISSH	Health: amount missed school/work in past 30 days 2012	24,770	80.37	19.63
MISSH14	Health: amount missed school/work in past 30 days 2014	24,770	85.91	14.09
MJCHFIAA14	Major changes (associate's): number at first inst through June 2014	10,120	100.00	0.00
MJCHFIBA14	Major changes (bachelor's): number at first inst through June 2014	10,650	99.96	0.04
MJNSF14	Major field of study with a focus on NSF STEM fields	24,710	99.98	0.02
MTGAMT14	Monthly mortgage or rent amount: 2014	22,250	82.39	17.61
NUMJOB14	Number of jobs through June 2014	24,770	88.49	11.51
OPCJOBANY	Opportunity cost: work if had not attended college	24,770	79.15	20.85
OPCJOBEARN	Opportunity cost: annual earnings if had not attended college	22,760	68.84	31.16

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

Variable	Description	Sample size	Item response rate	Item non-response rate
OPCJOBHR	Opportunity cost: hours worked per week if had not attended college	22,760	76.64	23.36
OPCNUMJOB	Opportunity cost: number of jobs if had not attended college	22,760	77.55	22.45
ORGMAS14	Original declared field of study at NPSAS (23 categories)	24,550	85.74	14.26
PARAMT14	Help from parents: total amount received 2013-14	15,930	89.78	10.22
PARSUPP	Supportive of PSE: parents 2011-12	20,250	81.93	18.07
PARSUPP14	Supportive of PSE: parents 2013-14	20,250	87.82	12.18
PDADDED	Father's highest education level	24,770	99.98	0.02
PEERINT	Engagement: interactions with other students 2012	24,770	81.50	18.50
PEERINT14	Engagement: interactions with other students 2014	9,830	94.59	5.41
PFAMNM14	Dependent students: family size 2013-14	11,710	99.89	0.11
PHYSH	Health: physical 2012	24,770	80.43	19.57
PHYSH14	Health: physical 2014	24,770	86.09	13.91
PINCOL14	Dependent students: number family members in college 2013-14	11,710	98.89	1.11
PLNST14	Loan repayment status: private student loan 2014	24,770	96.72	3.28
PMARIT14	Parents' marital status 2014	11,710	96.62	3.38
PMOMED	Mother's highest education level	24,770	99.98	0.02
POCCMN	PSE Delayers: number of years employed at job held prior to 2011-12	6,170	65.26	34.74
PRECONF	Academic confidence: prior to attending school 2011-12	24,770	81.10	18.90
PRIVAD14	Private source grants: amount received 2013-14	15,930	87.14	12.86
PRIVLN13	Private (alternative) loans: amount borrowed 2012-13	19,780	96.28	3.72
PRIVLN14	Private (alternative) loans: amount borrowed 2013-14	15,930	97.80	2.20
PRJBAMT	PSE Delayers: estimated annual earnings at job held prior to 2011-12	6,170	57.11	42.89
PRRPY14	Loan repayment (private): monthly payment amount 2014	2,320	36.63	63.37
PRVHRSWK	PSE Delayers: hours worked per week at job held prior to 2011-12	6,170	66.39	33.61
PRVJOB	PSE Delayers: jobs for pay prior to 2011-12	7,760	74.85	25.15
PRVMTHWK	PSE Delayers: months worked in year prior to 2011-12	6,170	63.38	36.62
PRVOCC	PSE Delayers: occupation held prior to 2011-12	6,170	67.40	32.60
RACE	Race/ethnicity (with multiple)	24,770	99.97	0.03
REMEV3Y	Remedial courses: ever taken through 2013-14	24,770	99.27	0.73
S1ENRY1A	School 1 enrollment string Jul 11 thru Dec 11	24,770	99.97	0.03
S1ENRY1B	School 1 enrollment string Jan 12 thru Jun 12	24,770	99.98	0.02
S1ENRY2A	School 1 enrollment string Jul 12 thru Dec 12	24,770	98.44	1.56
S1ENRY2B	School 1 enrollment string Jan 13 thru Jun 13	24,770	98.43	1.57
S1ENRY3A	School 1 enrollment string Jul 13 thru Dec 13	24,770	99.15	0.85
S1ENRY3B	School 1 enrollment string Jan 14 thru Jun 14	24,770	99.15	0.85
S2ENRY1A	School 2 enrollment string Jul 11 thru Dec 11	24,770	99.61	0.39
S2ENRY1B	School 2 enrollment string Jan 12 thru Jun 12	24,770	99.59	0.41

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

Variable	Description	Sample size	Item response rate	Item non-response rate
S2ENRY2A	School 2 enrollment string Jul 12 thru Dec 12	24,770	99.11	0.89
S2ENRY2B	School 2 enrollment string Jan 13 thru Jun 13	24,770	99.07	0.93
S2ENRY3A	School 2 enrollment string Jul 13 thru Dec 13	24,770	99.08	0.92
S2ENRY3B	School 2 enrollment string Jan 14 thru Jun 14	24,770	99.12	0.88
S3ENRY1A	School 3 enrollment string Jul 11 thru Dec 11	24,770	99.98	0.02
S3ENRY1B	School 3 enrollment string Jan 12 thru Jun 12	24,770	99.98	0.02
S3ENRY2A	School 3 enrollment string Jul 12 thru Dec 12	24,770	99.95	0.05
S3ENRY2B	School 3 enrollment string Jan 13 thru Jun 13	24,770	99.95	0.05
S3ENRY3A	School 3 enrollment string Jul 13 thru Dec 13	24,770	99.86	0.14
S3ENRY3B	School 3 enrollment string Jan 14 thru Jun 14	24,770	99.87	0.13
S4ENRY1A	School 4 enrollment string Jul 11 thru Dec 11	24,770	100.00	0.00
S4ENRY1B	School 4 enrollment string Jan 12 thru Jun 12	24,770	100.00	0.00
S4ENRY2A	School 4 enrollment string Jul 12 thru Dec 12	24,770	100.00	0.00
S4ENRY2B	School 4 enrollment string Jan 13 thru Jun 13	24,770	100.00	0.00
S4ENRY3A	School 4 enrollment string Jul 13 thru Dec 13	24,770	99.99	0.01
S4ENRY3B	School 4 enrollment string Jan 14 thru Jun 14	24,770	99.98	0.02
SALOLD14	Job 2014: salary comparable to BPS:04/06	5,600	89.65	10.35
SAMEJOB	PSE Delayers: same or similar job while enrolled 2011-12	2,470	63.46	36.54
SELFEMP14	All jobs: ever self-employed through June 2014	24,770	89.31	10.69
SEROLE14	Jobs while enrolled: primarily student or employee through June 2014	10,310	93.18	6.82
SINCOL14	Independent students: Number of family members in college	4,220	86.42	13.58
SMAR14	Student's marital status 2014	24,770	91.62	8.38
SOCSATIS	Engagement: satisfaction with social experience at NPSAS 2012	24,770	81.30	18.70
SOCSATIS14	Engagement: satisfaction with social experience at NPSAS 2014	9,830	94.72	5.28
SPNM13	Not married to spouse in 2013	4,520	49.16	50.84
SPPSUPP	Supportive of PSE: spouse 2011-12	1,900	73.02	26.98
SPPSUPP14	Supportive of PSE: spouse 2013-14	4,520	50.13	49.87
SPSED14	Spouse's education level 2014	4,520	48.29	51.71
STDYABR	Ever studied abroad through June 2014	13,410	94.38	5.62
TRLNPAVT14	Traveling from residence to last school enrolled: minutes per day 2014	7,320	89.63	10.37
TRLNPDAY14	Traveling from residence to last school enrolled: days per week 2014	7,870	90.89	9.11
UGLVL14	Class level at most recent institution 2014	20,860	77.36	22.64
UNEMPSTRY1_2	Unemployment: looking for work July 2011 through June 2012	8,220	75.02	24.98
UNEMPSTRY2_2	Unemployment: looking for work July 2012 through June 2013	8,220	78.47	21.53
UNEMPSTRY3_2	Unemployment: looking for work July 2013 through June 2014	8,220	73.47	26.53
USBORN	Born in the U.S. (student)	24,770	99.24	0.76
USEACAD	PSE services used: academic advising in 2011-12	24,770	81.17	18.83

See notes at end of table.

Table F-1. Item response rates and nonresponse rates for items collected in the BPS:12/14 interview: 2014—Continued

Variable	Description	Sample size	Item response rate	Item non-response rate
USEACAD14	PSE services used: academic advising in 2013-14	11,180	93.38	6.62
USEACSP	PSE services used: academic support services in 2011-12	24,770	81.17	18.83
USEACSP14	PSE services used: academic support services in 2013-14	11,180	93.38	6.62
USECPP	PSE services used: career services in 2011-12	24,770	81.17	18.83
USECPP14	PSE services used: career services in 2013-14	11,180	93.38	6.62
USEFINAID	PSE services used: financial aid services in 2011-12	24,770	81.17	18.83
USEFINAID14	PSE services used: financial aid services in 2013-14	11,180	93.38	6.62
USEHLTH	PSE services used: student health services in 2011-12	24,770	81.17	18.83
USEHLTH14	PSE services used: student health services in 2013-14	11,180	93.38	6.62
USENONE	PSE services used: None in 2011-12	24,770	81.17	18.83
USENONE14	PSE services used: None in 2013-14	11,180	93.38	6.62
VETBEN14	Veteran's education benefits: amount received 2013-14	15,930	94.09	5.91
WRKTSKS	Job non-monetary benefits: importance of making decisions 2012	24,770	80.58	19.42

NOTE: Detail may not sum to totals because of rounding. The sample size column contains the number of cases who may have been eligible to respond to the item, including BPS:12/14 interview respondents who were study respondents. For items that are within a gate question, the sample size includes cases who did not respond to the gate question. The item response rates and nonresponse rates were computed using the BPS:12/14 study weight. The response rate is computed as the number of cases who responded to the item and did not have a legitimate skip for the item divided by the number of cases who did not have a legitimate skip for the item.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table F-2. Mean values of continuous variables before and after imputation, BPS:12/14: 2014

Variable	Description	Mean before imputation	Mean after imputation	Difference	Percent relative difference
CARAMT14	Monthly car loan payment 2014	64.72	67.20	-2.48*	-3.69
CRDBAL14	Credit cards: balance due 2014	1,821.18	1,855.06	-33.88	-1.83
DEPINC14	Dependent students: parents' income 2013-14	78,853.20	88,755.93	-9,902.73	-11.16
DSTUINC14	Dependent students: income 2013-14	4,068.26	4,903.28	-835.01*	-17.03
EMPLYAM14	Employer aid (student & parents): amount received 2013-14	578.06	592.29	-14.24	-2.40
EXPWAGE	Expected job: annual salary expected 2012	70,255.36	69,552.10	703.26*	1.01
GPA	Grade point average 2011-12	2.95	2.95	0.00	0.00
HIEXPWGE	Expected job: highest annual salary expected 2012	118,257.99	120,441.50	-2,183.51	-1.81
HRSWKJ1Y1	Jobs while enrolled: hours worked for job 1 at year 1	27.03	27.10	-0.07	-0.26
HRSWKJ1Y2	Jobs while enrolled: hours worked for job 1 at year 2	24.38	24.36	0.02	0.08
HRSWKJ1Y3	Jobs while enrolled: hours worked for job 1 at year 3	23.05	22.98	0.08	0.35
HRSWKJ2Y1	Jobs while enrolled: hours worked for job 2 at year 1	24.41	23.96	0.45*	1.88
HRSWKJ2Y2	Jobs while enrolled: hours worked for job 2 at year 2	22.33	21.78	0.54*	2.48
HRSWKJ2Y3	Jobs while enrolled: hours worked for job 2 at year 3	19.62	19.59	0.03	0.15
HRSWKJ3Y1	Jobs while enrolled: hours worked for job 3 at year 1	23.66	23.99	-0.34	-1.42
HRSWKJ3Y2	Jobs while enrolled: hours worked for job 3 at year 2	22.12	22.57	-0.44	-1.95
HRSWKJ3Y3	Jobs while enrolled: hours worked for job 3 at year 3	17.96	17.41	0.55	3.16
HRSWKJ4Y1	Jobs while enrolled: hours worked for job 4 at year 1	24.39	24.28	0.11	0.45
HRSWKJ4Y2	Jobs while enrolled: hours worked for job 4 at year 2	21.39	21.42	-0.03	-0.14
HRSWKJ4Y3	Jobs while enrolled: hours worked for job 4 at year 3	17.03	17.56	-0.53	-3.02
HRSWKJ5Y1	Jobs while enrolled: hours worked for job 5 at year 1	23.21	22.88	0.33	1.44
HRSWKJ5Y2	Jobs while enrolled: hours worked for job 5 at year 2	21.15	22.92	-1.78	-7.76
HRSWKJ5Y3	Jobs while enrolled: hours worked for job 5 at year 3	15.76	16.69	-0.94	-5.63
HRSWKJ6Y1	Jobs while enrolled: hours worked for job 6 at year 1	27.79	22.55	5.24*	23.24
HRSWKJ6Y2	Jobs while enrolled: hours worked for job 6 at year 2	22.35	19.49	2.85	14.62
HRSWKJ6Y3	Jobs while enrolled: hours worked for job 6 at year 3	9.55	10.04	-0.48	-4.78
HRSWKJ7Y1	Jobs while enrolled: hours worked for job 7 at year 1	16.93	16.97	-0.04	-0.24
HRSWKJ7Y2	Jobs while enrolled: hours worked for job 7 at year 2	13.62	12.73	0.90	7.07
INCSPS14	Independent students: spouse's income 2013-14	20,166.94	20,978.00	-811.05	-3.87
ISTUINC14	Independent students: income 2013-14	15,569.67	16,393.45	-823.78	-5.03
JOBHRS14	Job 2014: hours worked weekly	36.89	36.88	0.02	0.05
JOBTIM14	Job 2014: years worked in same or similar job	1.23	1.09	0.14*	12.82
LOEXPWGE	Expected job: lowest annual salary expected 2012	48,171.58	47,572.38	599.20*	1.26
MTGAMT14	Monthly mortgage or rent amount: 2014	307.38	310.61	-3.23	-1.04
OPCJOBearn	Opportunity cost: annual earnings if had not attended college	27,615.77	24,969.69	2,646.07	0.10
OPCJOBHR	Opportunity cost: hours worked per week if had not attended college	38.73	38.73	0.00	0.00

See notes at end of table.

Table F-2. Mean values of continuous variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Mean before imputation	Mean after imputation	Difference	Percent relative difference
PRIVAID14	Private source grants: amount received 2013-14	404.88	417.74	-12.86	-3.08
PRIVLN13	Private (alternative) loans: amount borrowed 2012-13	969.80	1,185.47	-215.67*	-18.19
PRIVLN14	Private (alternative) loans: amount borrowed 2013-14	695.10	762.20	-67.10*	-8.80
PRJBAMT	PSE Delayers: estimated annual earnings at job held prior to 2011-12	16,741.47	15,862.22	879.26*	0.05
PRRPY14	Loan repayment (private): monthly payment amount 2014	187.76	175.04	12.72*	7.27
PRVHRSWK	PSE Delayers: hours worked per week at job held prior to 2011-12	37.56	37.70	-0.14	0.00
SALOLD14	Job 2014: salary comparable to BPS:04/06	23,238.48	23,225.29	13.19	0.06
TRLNPAVT14	Traveling from residence to last school enrolled: minutes per day 2014	21.96	22.02	-0.06	-0.27
VETBEN14	Veteran's education benefits: amount received 2013-14	272.91	311.24	-38.33*	-12.32

* $p < .05$.

NOTE: Means were computed using the BPS:12/14 study weight. Cases with legitimate skips for the item are not included in the estimated means. The difference is computed as the mean before imputation minus the mean after imputation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
ACDSATIS	Engagement: satisfaction with studies 2012	(Strongly disagree)	3.17	3.17	0.00	0.00
		(Somewhat disagree)	5.72	5.76	-0.03	-0.52
		(Neither disagree nor agree)	10.50	10.74	-0.24	-2.23
		(Somewhat agree)	34.33	34.33	0.01	0.03
		(Strongly agree)	46.27	46.00	0.27	0.59
ACDSATIS14	Engagement: satisfaction with studies 2014	(Strongly disagree)	1.98	1.98	0.00	0.00
		(Somewhat disagree)	4.98	5.00	-0.02	-0.40
		(Neither disagree nor agree)	8.94	8.72	0.22*	2.52
		(Somewhat agree)	38.31	38.52	-0.21	-0.55
		(Strongly agree)	45.79	45.77	0.01	0.02
ALTAVNGHT	Alternative courses: attend if night courses not available 2011-12	No	19.91	19.12	0.79	4.13
		Yes	80.09	80.88	-0.79	-0.98
ALTAVONLN	Alternative courses: attend if online not available 2011-12	No	23.16	22.92	0.24	1.05
		Yes	76.84	77.08	-0.24	-0.31
ALTAVWKND	Alternative courses: attend if weekend courses not available 2011-12	No	12.33	11.76	0.58	4.93
		Yes	87.67	88.24	-0.58	-0.66
ALTNIGHT14	Alternative courses: all taken completely at night 2013-14	No	90.94	90.99	-0.05	-0.05
		Yes	9.06	9.01	0.05	0.55
ALTONLN14	Alternative courses: all taken completely online 2013-14	No	92.80	93.02	-0.22*	-0.24
		Yes	7.20	6.98	0.22*	3.15
ALTWKND14	Alternative courses: all taken completely on weekend 2013-14	No	99.05	99.05	0.00	0.00
		Yes	0.95	0.95	0.00	0.00

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
ATTNPTRN	Base year attendance intensity (all schools)	Exclusively full-time	66.69	66.49	0.20*	0.30
		Exclusively part-time	19.91	20.04	-0.13	-0.65
		Mixed full-time and part-time	13.39	13.47	-0.08	-0.59
BELONG	Engagement: felt like a part of institution 2012	(Strongly disagree)	4.19	4.18	0.01	0.24
		(Somewhat disagree)	5.33	5.24	0.09	1.72
		(Neither disagree nor agree)	16.29	16.15	0.14	0.87
		(Somewhat agree)	28.07	28.44	-0.36	-1.27
		(Strongly agree)	46.12	46.00	0.12	0.26
BELONG14	Engagement: felt like a part of institution 2014	(Strongly disagree)	4.32	4.29	0.03	0.70
		(Somewhat disagree)	6.93	6.90	0.03	0.43
		(Neither disagree nor agree)	16.61	16.54	0.07	0.42
		(Somewhat agree)	27.43	27.36	0.07	0.26
		(Strongly agree)	44.70	44.91	-0.21	-0.47
CARLN14	Have a car loan 2014	No	80.53	79.77	0.76*	0.95
		Yes	19.47	20.23	-0.76*	-3.76
CITIZEN2	Citizenship 2012	US citizen	93.88	93.84	0.04	0.04
		Resident alien	4.57	4.59	-0.02	-0.44
		Foreign or international student	1.55	1.57	-0.02	-1.27
CRDNUM14	Credit cards: number in own name 2014	None	56.43	56.22	0.22	0.39
		One	28.28	28.69	-0.40	-1.39
		More than one	15.28	15.10	0.18	1.19
CRDPAY14	Credit cards: pay off balance 2014	No	38.52	38.48	0.05	0.13
		Yes	61.48	61.52	-0.05	-0.08
CURCONF	Academic confidence: 2011-12	(Strongly disagree)	2.23	2.23	0.00	0.00
		(Somewhat disagree)	3.49	3.71	-0.22	-5.93
		(Neither disagree nor agree)	6.34	6.35	-0.01	-0.16
		(Somewhat agree)	27.22	27.29	-0.07	-0.26
		(Strongly agree)	60.72	60.41	0.30	0.50

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
CURCONF14	Academic confidence: 2013-14	(Strongly disagree)	1.34	1.29	0.04*	3.09
		(Somewhat disagree)	1.85	1.86	-0.01	-0.54
		(Neither disagree nor agree)	4.53	4.44	0.09	2.03
		(Somewhat agree)	22.10	22.39	-0.29	-1.29
		(Strongly agree)	70.18	70.01	0.17	0.24
DECMJ14	Field of study: formally declared when last enrolled 2014	Formally declared	91.43	91.43	0.00	0.00
		Decided but not formally declared	4.12	4.12	0.00	0.00
		Undecided	4.45	4.45	0.00	0.00
DEGEVR	Likelihood of ever completing expected degree 2012	No chance at all	2.19	2.30	-0.11	-4.78
		Likert value 1	0.07	0.14	-0.06*	-44.27
		Likert value 2	0.24	0.23	0.01	4.38
		Likert value 3	0.15	0.17	-0.02	-11.47
		Likert value 4	0.17	0.19	-0.02	-10.27
		Likert value 5	1.50	1.76	-0.26*	-14.81
		Likert value 6	1.02	1.15	-0.12	-10.47
		Likert value 7	2.20	2.31	-0.11	-4.75
		Likert value 8	4.34	4.38	-0.04	-0.91
		Likert value 9	10.72	10.74	-0.02	-0.19
		Absolutely certain	77.40	76.64	0.77*	1.00
DEGEXP	Likelihood of completing degree by expected date 2012	No chance at all	2.47	2.47	0.00	0.00
		Likert value 1	0.25	0.23	0.01	4.33
		Likert value 2	0.51	0.47	0.04	8.48
		Likert value 3	0.72	0.68	0.04	5.88
		Likert value 4	0.93	0.97	-0.04	-4.11
		Likert value 5	4.16	4.37	-0.21	-4.80
		Likert value 6	3.41	3.33	0.08	2.40
		Likert value 7	8.20	8.20	0.01	0.12
		Likert value 8	16.61	16.58	0.03	0.18
		Likert value 9	24.10	23.94	0.16	0.67
		Absolutely certain	38.64	38.75	-0.11	-0.28

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
DEGEXPDT	Date expected to complete degree requirements	Don't know or will not finish degree	24.93	25.57	-0.63*	-2.46
		2011-12 academic year	4.29	4.15	0.14	3.37
		2012-13 academic year	14.38	15.95	-1.57*	-9.85
		2013-14 academic year	13.82	14.31	-0.49	-3.42
		2014-15 academic year	36.27	33.90	2.37*	6.99
		2015-16 academic year	5.30	5.07	0.23	4.53
		2016-17 academic year	0.92	0.96	-0.05	-5.20
		2017-18 academic year or later	0.09	0.09	0.01	11.61
DEPANY	Dependents: Has any dependents	No dependents	86.46	86.44	0.03	0.03
		Has dependents	13.54	13.56	-0.03	-0.22
DEPANY14	Has dependents: any 2014	No	78.62	78.80	-0.18	-0.23
		Yes	21.38	21.20	0.18	0.85
DEPCOL14	Independent students: number of dependents in college 2013-14	Zero	94.90	94.80	0.11	0.12
		One	4.12	4.19	-0.07	-1.67
		Two	0.48	0.53	-0.04	-7.57
		Three	0.42	0.42	0.00	0.00
		Four	0.07	0.07	0.00	0.00
DEPNUM14	Has dependents: number of children 2014	Zero	85.03	81.86	3.17*	3.87
		One	8.04	9.69	-1.65*	-17.02
		Two	4.31	5.25	-0.93*	-17.73
		Three	1.55	1.86	-0.31*	-16.68
		Four	0.83	1.05	-0.22*	-21.01
		Five	0.16	0.21	-0.05*	-23.89
		Six	0.05	0.05	0.00	0.00
		Seven	0.00	0.00	0.00	0.00
		Eight	0.02	0.02	0.00	0.00
		Nine	0.01	0.01	0.00	0.00
		Ten	0.00	0.00	0.00	0.00

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
DEPOTH14	Has dependents: number other than children 2014	Zero	95.49	94.06	1.43*	1.52
		One	3.04	4.17	-1.13*	-27.10
		Two	0.97	1.19	-0.22*	-18.49
		Three	0.26	0.29	-0.03	-10.39
		Four	0.13	0.15	-0.03	-19.60
		Five	0.05	0.06	-0.01	-16.23
		Six	0.01	0.01	0.00	0.00
		Seven	0.01	0.01	0.00	0.00
		Eight	0.00	0.00	0.00	0.00
		Ten	0.05	0.05	0.00	0.00
DEPTOT14	Has dependents: number 2014	Zero	82.25	78.80	3.45*	4.38
		One	8.79	10.31	-1.52*	-14.74
		Two	5.23	6.05	-0.81*	-13.39
		Three	2.05	2.61	-0.56*	-21.48
		Four	1.11	1.45	-0.33*	-22.78
		Five	0.38	0.55	-0.17*	-30.96
		Six	0.07	0.08	-0.01	-12.76
		Seven	0.03	0.06	-0.03*	-48.25
		Eight	0.02	0.02	0.00	0.00
		Nine	0.01	0.01	0.00	0.00
		Ten	0.06	0.06	0.00	0.00
DGEVR14	Highest degree ever expected 2014	No degree	4.51	4.65	-0.14*	-3.01
		No degree or certificate expected	7.03	7.11	-0.07*	-0.99
		Undergraduate certificate or diploma	13.59	13.87	-0.28*	-2.02
		Associate's degree	35.19	34.98	0.22*	0.63
		Bachelor's degree	0.67	0.66	0.01*	1.51
		Post-BA or post-master certificate	25.68	25.51	0.17*	0.67
		Master's degree	0.39	0.39	0.00*	0.00
		Doctor's degree - professional practice	6.17	6.13	0.05*	0.82
		Doctor's degree - research/scholarship and other	6.76	6.71	0.05*	0.74
DIS16A14	Disability 2014: deaf or serious difficulty hearing	No	99.10	99.08	0.02	0.02
		Yes	0.90	0.92	-0.02	-2.18

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
DIS16B14	Disability 2014: blind or serious difficulty seeing	No	98.69	98.73	-0.04	-0.04
		Yes	1.31	1.27	0.04	3.16
DIS17A14	Disability 2014: serious difficulty concentrating/remembering/deciding	No	90.41	90.35	0.05	0.06
		Yes	9.59	9.65	-0.05	-0.52
DIS17B14	Disability 2014: serious difficulty walking or climbing stairs	No	98.35	98.33	0.02	0.02
		Yes	1.65	1.67	-0.02	-1.20
DSCTRATE	Discount rate 2012	Zero percent	16.08	15.68	0.40*	2.55
		Twenty percent	29.49	29.44	0.05	0.17
		Forty percent	11.08	11.17	-0.09	-0.81
		Sixty percent	11.74	11.80	-0.05	-0.42
		Eighty percent	3.23	3.19	0.04	1.25
		One hundred percent	10.87	10.97	-0.10	-0.91
		More than one hundred percent	17.51	17.75	-0.24	-1.35
ENLEN	Total number of months enrolled in year 1	One month	0.68	0.67	0.01*	1.49
		Two months	1.17	1.16	0.01*	0.86
		Three months	2.29	2.28	0.01	0.44
		Four months	3.84	3.81	0.03*	0.79
		Five months	12.43	12.38	0.05	0.40
		Six months	6.59	6.55	0.04*	0.61
		Seven months	1.94	1.96	-0.02	-1.02
		Eight months	3.13	3.17	-0.04	-1.26
		Nine months	11.69	11.72	-0.02	-0.17
		Ten months	39.83	39.81	0.02	0.05
		Eleven months	12.98	13.08	-0.10	-0.76
		Twelve months	3.43	3.41	0.02*	0.59

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
EVDECFIAA	Ever declared a major (associate's) at first inst through June 2014	Never enrolled in associate's degree program at first sch	56.09	55.42	0.66*	1.19
		Declared a major in associate's degree program at first sch	41.92	42.30	-0.38*	-0.90
		Never declared a major in associate's degree program at first sch	2.00	2.28	-0.28*	-12.29
EVDECFIBA	Ever declared a major (bachelor's) at first inst through June 2014	Never enrolled in bachelor's degree program at first sch	53.14	52.72	0.42*	0.80
		Declared a major in bachelor's degree program at first sch	45.26	45.66	-0.40*	-0.88
		Never declared a major in bachelor's degree program at first sch	1.60	1.63	-0.02	-1.23
EVERDECAA	Ever declared a major (associate's) through June 2014	Never enrolled in associate's degree program	52.25	52.24	0.00	0.00
		Declared a major in associate's degree program	45.12	45.11	0.00	0.00
		Never declared a major in associate's degree program	2.64	2.64	-0.01	-0.38
EVERDECBA	Ever declared a major (bachelor's) through June 2014	Never enrolled in bachelor's degree program	48.07	47.55	0.52*	1.09
		Declared a major in bachelor's degree program	50.51	51.00	-0.50*	-0.98
		Never declared a major in bachelor's degree program	1.43	1.45	-0.02	-1.38
EXPBA	Bachelor's program intentions within 5 years 2012	No	23.80	22.70	1.10*	4.85
		Yes	76.20	77.30	-1.10*	-1.42
EXPBA14	Bachelor's program intentions within 2 years 2014	No	19.51	19.59	-0.08	-0.41
		Yes	80.49	80.41	0.08	0.10
EXPFLD	Job non-monetary benefits: importance of being an expert 2012	Less important than salary	10.59	10.30	0.30	2.91
		As important as salary	41.17	41.36	-0.18	-0.44
		More important than salary	48.23	48.34	-0.11	-0.23

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
FACULTY	Engagement: interactions with faculty 2012	(Strongly disagree)	1.73	1.78	-0.05	-2.80
		(Somewhat disagree)	2.86	2.97	-0.11	-3.70
		(Neither disagree nor agree)	10.16	10.20	-0.04	-0.39
		(Somewhat agree)	30.82	30.77	0.06	0.20
		(Strongly agree)	54.43	54.28	0.15	0.28
FACULTY14	Engagement: interactions with faculty 2014	(Strongly disagree)	1.32	1.35	-0.03	-2.23
		(Somewhat disagree)	2.60	2.61	-0.01	-0.38
		(Neither disagree nor agree)	8.57	8.43	0.14	1.66
		(Somewhat agree)	33.10	33.18	-0.07	-0.21
		(Strongly agree)	54.42	54.44	-0.02	-0.04
FAMAMT14	Help from family and friends: total amount received 2013-14	{zero}	85.96	85.75	0.21	0.24
		Less than \$250	1.64	1.70	-0.06	-3.53
		\$250 - \$500	2.51	2.42	0.08	3.30
		\$501 - \$1,000	1.83	1.97	-0.15	-7.60
		\$1,001 - \$1,500	1.12	1.09	0.03	2.75
		\$1,501 - \$2,000	1.63	1.62	0.01	0.62
		\$2,001 - \$5,000	1.66	1.73	-0.06	-3.47
		\$5,001 - \$10,000	1.51	1.53	-0.01	-0.65
		\$10,001 - \$15,000	0.67	0.70	-0.03	-4.31
		\$15,001 - \$20,000	0.50	0.55	-0.05	-9.11
		\$20,001 - \$25,000	0.35	0.34	0.01	2.96
		More than \$25,000	0.62	0.61	0.02	3.30
FAMTIM	Job non-monetary benefits: importance of balancing work/family 2012	Less important than salary	3.76	3.59	0.18*	5.02
		As important as salary	29.04	29.08	-0.04	-0.14
		More important than salary	67.20	67.33	-0.14	-0.21
FEDBEN14	Received federal benefit: any 2014	No	79.24	78.85	0.39*	0.49
		Yes	20.76	21.15	-0.39*	-1.84
FEDBEN14A	Received federal benefit: Food Stamps 2014	No	96.46	89.09	7.37*	8.27
		Yes	3.54	10.91	-7.37*	-67.53

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
FEDBEN14B	Received federal benefit: Free or Reduced Price Lunch 2014	No	96.91	89.54	7.37*	8.23
		Yes	3.09	10.46	-7.37*	-70.47
FEDBEN14C	Received federal benefit: Supplemental Security Income 2014	No	99.41	98.01	1.41*	1.44
		Yes	0.59	1.99	-1.41*	-70.81
FEDBEN14D	Received federal benefit: TANF 2014	No	99.57	98.43	1.14*	1.16
		Yes	0.43	1.57	-1.14*	-72.73
FEDBEN14E	Received federal benefit: WIC 2014	No	98.93	96.71	2.21*	2.29
		Yes	1.07	3.29	-2.21*	-67.27
FHSUPP	Supportive of PSE: friends from home 2011-12	(Strongly disagree)	2.64	2.61	0.03	1.15
		(Somewhat disagree)	2.02	2.06	-0.04	-1.94
		(Neither disagree nor agree)	13.13	13.20	-0.07	-0.53
		(Somewhat agree)	19.13	19.34	-0.22	-1.14
		(Strongly agree)	63.08	62.79	0.29	0.46
FHSUPP14	Supportive of PSE: friends from home 2013-14	(Strongly disagree)	4.20	4.33	-0.13	-3.00
		(Somewhat disagree)	3.53	3.61	-0.08	-2.22
		(Neither disagree nor agree)	21.35	21.22	0.12	0.57
		(Somewhat agree)	23.18	23.31	-0.13	-0.56
		(Strongly agree)	47.75	47.53	0.22	0.46
FSSUPP	Supportive of PSE: friends from school 2011-12	(Strongly disagree)	4.44	4.46	-0.02	-0.45
		(Somewhat disagree)	2.00	2.07	-0.07	-3.38
		(Neither disagree nor agree)	17.40	17.60	-0.21	-1.19
		(Somewhat agree)	18.84	19.14	-0.30	-1.57
		(Strongly agree)	57.32	56.73	0.59*	1.04
FSSUPP14	Supportive of PSE: friends from school 2013-14	(Strongly disagree)	3.98	3.99	-0.01	-0.25
		(Somewhat disagree)	2.75	2.85	-0.10	-3.51
		(Neither disagree nor agree)	18.05	17.99	0.07	0.39
		(Somewhat agree)	19.01	18.81	0.20	1.06
		(Strongly agree)	56.21	56.36	-0.14	-0.25

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
GPAEST14	Grade point average estimate 2014	Mostly A's (3.75 and above)	17.39	17.03	0.37*	2.17
		A's and B's (3.25-3.74)	33.86	33.50	0.36	1.07
		Mostly B's (2.75-3.24)	21.06	21.50	-0.44*	-2.05
		B's and C's (2.25-2.74)	17.19	17.16	0.02	0.12
		Mostly C's (1.75-2.24)	4.55	4.74	-0.19	-4.01
		C's and D's (1.25-1.74)	1.63	1.68	-0.05	-2.97
		Mostly D's or below (1.24 or below)	0.63	0.67	-0.04	-5.97
		Don't know grades	1.51	1.59	-0.08	-5.04
		School does not award grades	2.17	2.13	0.04	1.88
HCYSMATH	Years completed/planned math	Did not take or took half-year	12.03	11.99	0.04*	0.33
		One year to one and a half years	15.87	15.87	0.00	0.00
		Two years to two and a half years	1.87	1.86	0.01	0.54
		Three years to three and a half years	14.82	14.84	-0.02	-0.13
		Four or more years	55.41	55.43	-0.03	-0.05
HLPOTH	Job non-monetary benefits: importance of helping others 2012	Less important than salary	9.83	9.86	-0.04	-0.41
		As important as salary	43.31	43.15	0.16	0.37
		More important than salary	46.86	46.99	-0.12	-0.26
IMPACAD	PSE service importance: academic advising in 2011-12	Not at all important	9.90	9.72	0.18*	1.85
		Somewhat important	16.36	16.15	0.21	1.30
		Important	30.19	30.13	0.06	0.20
		Very important	43.55	44.01	-0.45	-1.02
IMPACAD14	PSE service importance: academic advising in 2013-14	Not at all important	11.32	11.32	0.00	0.00
		Somewhat important	18.20	18.28	-0.08	-0.44
		Important	29.10	29.00	0.09	0.31
		Very important	41.38	41.39	-0.01	-0.02

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
IMPACSP	PSE service importance: academic support services in 2011-12	Not at all important	8.69	8.72	-0.03	-0.34
		Somewhat important	16.71	17.10	-0.38	-2.22
		Important	31.73	31.00	0.73	2.35
		Very important	42.87	43.18	-0.31	-0.72
IMPACSP14	PSE service importance: academic support services in 2013-14	Not at all important	8.70	8.99	-0.29	-3.23
		Somewhat important	17.95	17.94	0.02	0.11
		Important	31.61	31.49	0.12	0.38
		Very important	41.73	41.58	0.15	0.36
IMPCPP	PSE service importance: career planning services in 2011-12	Not at all important	7.66	7.53	0.13	1.73
		Somewhat important	16.81	16.22	0.58	3.57
		Important	29.65	31.25	-1.60	-5.12
		Very important	45.88	45.00	0.88	1.96
IMPCPP14	PSE service importance: career planning services in 2013-14	Not at all important	9.58	9.65	-0.06*	-0.62
		Somewhat important	18.41	18.61	-0.20*	-1.07
		Important	30.42	30.55	-0.13	-0.43
		Very important	41.59	41.19	0.39	0.95
IMPFINAID	PSE service importance: financial aid services in 2011-12	Not at all important	4.29	4.39	-0.10	-2.28
		Somewhat important	9.71	9.79	-0.08	-0.82
		Important	23.73	23.84	-0.11	-0.46
		Very important	62.28	61.98	0.30	0.48
IMPFINAID14	PSE service importance: financial aid services in 2013-14	Not at all important	5.61	5.40	0.22*	4.08
		Somewhat important	13.92	14.18	-0.25	-1.76
		Important	29.35	29.23	0.12	0.41
		Very important	51.11	51.19	-0.08	-0.16

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
IMPHLTH	PSE service importance: student health services in 2011-12	Not at all important	22.44	22.30	0.14	0.63
		Somewhat important	24.49	24.35	0.13	0.53
		Important	27.06	27.26	-0.20	-0.73
		Very important	26.01	26.08	-0.07	-0.27
IMPHLTH14	PSE service importance: student health services in 2013-14	Not at all important	22.84	23.18	-0.34	-1.47
		Somewhat important	24.29	24.21	0.07	0.29
		Important	24.82	24.99	-0.17	-0.68
		Very important	28.05	27.61	0.44	1.59
JBEN14A	Job 2014: eligible for life insurance	No	60.47	61.53	-1.06	-1.72
		Yes	39.53	38.47	1.06	2.76
JBEN14B	Job 2014: eligible for health insurance	No	47.45	49.01	-1.56	-3.18
		Yes	52.55	50.99	1.56	3.06
JBEN14C	Job 2014: eligible for retirement benefits	No	56.39	51.09	5.30*	10.37
		Yes	43.61	48.91	-5.30*	-10.84
JOBLIC14	Job 2014: has industry certification or license	No	73.53	74.05	-0.52	-0.70
		Yes	26.47	25.95	0.52	2.00

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
JOBOCC14	Job 2014: occupation	Management	3.49	3.12	0.37	11.84
		Business/Financial Operation	2.31	2.21	0.10	4.52
		Computer and Mathematical	1.25	1.52	-0.28	-18.38
		Architecture and Engineering	0.65	0.68	-0.03	-4.41
		Life/Physical/Social Science Technicians	0.38	0.37	0.01	2.70
		Community and Social Services	0.58	0.46	0.12*	25.94
		Legal	0.13	0.10	0.03	30.74
		Education, Training, and Library	1.43	1.50	-0.07	-4.68
		Art/Design/Entertainment/Sports/Media	2.04	2.24	-0.20	-8.92
		Healthcare Practitioners and Technical	2.86	3.45	-0.59	-17.13
		Healthcare Support	7.84	7.49	0.35	4.68
		Protective Service	2.41	2.29	0.12	5.24
		Food Preparation and Serving Related	12.69	12.25	0.44	3.59
		Building/Grounds Cleaning, Maintenance	2.95	3.05	-0.10	-3.28
		Personal Care and Service	7.00	7.20	-0.20	-2.78
		Sales and Related	13.10	13.19	-0.09	-0.68
		Office and Administrative Support	13.47	13.33	0.14	1.05
		Farming, Fishing, and Forestry	0.73	0.72	0.01	1.38
		Construction and Extraction	3.29	3.07	0.22	7.17
		Installation, Maintenance, and Repair	6.46	6.52	-0.07	-1.07
		Production	8.01	8.15	-0.14	-1.72
		Transportation and Material Moving	5.94	5.91	0.03	0.51
		Military Specific	0.99	1.17	-0.18	-15.39
JOBRCLG14	Job 2014: related to college studies	No	65.96	66.42	-0.46	-0.69
		Yes	34.04	33.58	0.46	1.37
JOBRLC14	Job 2014: job required industry certification or license	No	82.99	84.95	-1.96*	-2.31
		Yes	17.01	15.05	1.96*	13.02
JOBRLFT14	Job 2014: related to intended future work	No	54.04	53.10	0.94	1.77
		Yes	45.96	46.90	-0.94	-2.00
JOBSELF14	Job 2014: self employed	No	94.92	94.55	0.37	0.39
		Yes	5.08	5.45	-0.37	-6.79

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
KNOWCLAS	Knew requirements needed to complete degree at NPSAS 2012	(Strongly disagree)	2.09	2.35	-0.26	-11.06
		(Somewhat disagree)	3.41	3.40	0.01	0.29
		(Neither disagree nor agree)	6.78	6.66	0.12	1.80
		(Somewhat agree)	28.66	28.89	-0.23	-0.80
		(Strongly agree)	59.06	58.70	0.36	0.61
KNOWCLAS14	Knew requirements needed to complete degree when last enrolled 2014	(Strongly disagree)	3.98	4.04	-0.06	-1.49
		(Somewhat disagree)	1.55	1.57	-0.02	-1.28
		(Neither disagree nor agree)	1.70	1.72	-0.03	-1.74
		(Somewhat agree)	18.20	18.27	-0.08	-0.44
		(Strongly agree)	74.58	74.40	0.18	0.24
LEISTIME	Job non-monetary benefits: importance of balancing work/leisure 2012	Less important than salary	10.86	10.93	-0.07	-0.64
		As important as salary	51.83	51.87	-0.04	-0.08
		More important than salary	37.31	37.20	0.10	0.27
LKOCATHD	Expected job: Likelihood of holding job after highest attainment 2012	No chance at all	0.31	0.27	0.04*	14.59
		Likert value 1	0.22	0.20	0.02	10.13
		Likert value 2	0.33	0.29	0.04*	13.77
		Likert value 3	0.47	0.45	0.02	4.40
		Likert value 4	1.10	1.08	0.02	1.85
		Likert value 5	4.88	5.06	-0.18	-3.56
		Likert value 6	4.93	4.88	0.05	1.02
		Likert value 7	11.20	11.65	-0.46*	-3.95
		Likert value 8	18.23	18.11	0.12	0.66
		Likert value 9	15.26	15.16	0.10	0.66
		Absolutely certain	23.72	23.80	-0.08	-0.34
LOCALR14	Housing when last enrolled 2014	On-campus/other school-provided housing	23.37	22.92	0.45*	1.96
		With parent(s)/guardian(s)	30.48	30.61	-0.13	-0.42
		Some place else (off campus)	46.15	46.47	-0.32	-0.69

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
LOCJOB12	Jobs while enrolled: on or off campus 2011-12	On campus	14.59	14.39	0.20	1.39
		Off campus	83.89	84.00	-0.11	-0.13
		Both on or off campus	1.52	1.61	-0.08	-4.98
LOCJOB13	Jobs while enrolled: on or off campus 2012-13	On campus	18.90	19.28	-0.38	-1.97
		Off campus	76.91	76.22	0.68	0.89
		Both on or off campus	4.20	4.50	-0.30	-6.67
LOCJOB14	Jobs while enrolled: on or off campus 2013-14	On campus	20.49	20.74	-0.25	-1.21
		Off campus	73.96	73.29	0.68	0.93
		Both on or off campus	5.55	5.98	-0.43*	-7.19
MAJ14	Field of study: last enrolled any degree 2014 (23 categories)	Undecided	8.57	8.57	0.00	0.00
		Computer and information sciences	3.52	3.52	0.00	0.00
		Engineering and engineering technology	5.89	5.89	0.00	0.00
		Biological and physical science, science technologies	5.61	5.62	0.00	0.00
		Mathematics	0.79	0.79	0.00	0.00
		Agriculture and natural resources	1.36	1.36	0.00	0.00
		General studies and other	4.95	4.95	0.00	0.00
		Social sciences	4.11	4.11	0.00	0.00
		Psychology	4.56	4.56	0.00	0.00
		Humanities	5.88	5.88	0.00	0.00
		History	0.77	0.77	0.00	0.00
		Personal and consumer services	4.67	4.67	0.00	0.00
		Manufacturing, construction, repair, transportation	3.14	3.14	0.00	0.00
		Military technology and protective services	4.16	4.16	0.00	0.00
		Health care fields	16.07	16.07	0.00	0.00
		Business	13.35	13.34	0.00	0.00
		Education	5.08	5.08	0.00	0.00
		Architecture	0.33	0.33	0.00	0.00
		Communications	2.99	2.99	0.00	0.00
		Public administration and human services	1.83	1.85	-0.01	-0.54
		Design and applied arts	1.47	1.47	0.00	0.00
		Law and legal studies	0.77	0.77	0.00	0.00
		Library sciences	0.01	0.01	0.00	0.00
		Theology and religious vocations	0.14	0.14	0.00	0.00

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
MAJAA14	Field of study: last enrolled in associate's 2014 (23 categories)	Undecided	22.31	22.31	0.01	0.04
		Computer and information sciences	4.33	4.33	0.00	0.00
		Engineering and engineering technology	4.90	4.89	0.00	0.00
		Biological and physical science, science technologies	2.75	2.76	-0.01	-0.36
		Mathematics	0.40	0.40	0.00	0.00
		Agriculture and natural resources	1.04	1.04	0.00	0.00
		General studies and other	7.56	7.58	-0.01	-0.13
		Social sciences	1.49	1.49	0.00	0.00
		Psychology	3.34	3.34	0.00	0.00
		Humanities	3.62	3.62	0.00	0.00
		History	0.28	0.28	0.00	0.00
		Personal and consumer services	2.56	2.55	0.00	0.00
		Manufacturing, construction, repair, transportation	2.53	2.53	0.00	0.00
		Military technology and protective services	5.13	5.13	0.00	0.00
		Health care fields	14.53	14.52	0.00	0.00
		Business	12.96	12.96	0.00	0.00
		Education	4.26	4.25	0.00	0.00
		Architecture	0.20	0.20	0.00	0.00
		Communications	1.55	1.55	0.00	0.00
		Public administration and human services	1.96	1.96	0.00	0.00
		Design and applied arts	1.30	1.29	0.00	0.00
		Law and legal studies	1.01	1.01	0.00	0.00
		Theology and religious vocations	0.01	0.01	0.00	0.00

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
MAJBA14	Field of study: last enrolled in bachelor's 2014 (23 categories)	Undecided	7.50	7.53	-0.03	-0.40
		Computer and information sciences	3.48	3.48	0.00	0.00
		Engineering and engineering technology	6.66	6.66	0.00	0.00
		Biological and physical science, science technologies	9.03	9.02	0.00	0.00
		Mathematics	1.11	1.11	0.00	0.00
		Agriculture and natural resources	1.99	1.99	0.00	0.00
		General studies and other	1.01	1.01	0.00	0.00
		Social sciences	6.82	6.82	0.00	0.00
		Psychology	6.70	6.70	0.00	0.00
		Humanities	8.02	8.02	0.00	0.00
		History	1.30	1.30	0.00	0.00
		Personal and consumer services	2.60	2.60	0.00	0.00
		Manufacturing, construction, repair, transportation	0.30	0.30	0.00	0.00
		Military technology and protective services	2.86	2.86	0.00	0.00
		Health care fields	9.64	9.64	0.00	0.00
		Business	15.03	15.03	0.00	0.00
		Education	6.43	6.43	0.00	0.00
		Architecture	0.48	0.48	0.00	0.00
		Communications	4.65	4.65	0.00	0.00
		Public administration and human services	1.90	1.90	0.00	0.00
		Design and applied arts	1.66	1.66	0.00	0.00
		Law and legal studies	0.55	0.55	0.00	0.00
		Library sciences	0.00	0.00	0.00	0.00
		Theology and religious vocations	0.26	0.26	0.00	0.00
MAJCHGAA14	Major changes (associate's): number anywhere through June 2014	Never	71.90	71.91	0.00	0.00
		One time	18.48	18.48	0.00	0.00
		More than one time	9.61	9.61	0.00	0.00
MAJCHGBA14	Major changes (bachelor's): number anywhere through June 2014	Never	67.05	67.05	0.00	0.00
		One time	23.89	23.89	0.00	0.00
		More than one time	9.06	9.06	0.00	0.00

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
MAJCT14	Field of study: last enrolled in certificate 2014 (23 categories)	Undecided	22.38	22.38	0.00	0.00
		Computer and information sciences	1.85	1.85	0.00	0.00
		Engineering and engineering technology	5.31	5.31	0.00	0.00
		Biological and physical science, science technologies	1.80	1.80	0.00	0.00
		Mathematics	0.34	0.34	0.00	0.00
		Agriculture and natural resources	0.91	0.91	0.00	0.00
		General studies and other	1.05	1.05	0.00	0.00
		Social sciences	0.55	0.55	0.00	0.00
		Psychology	1.24	1.24	0.00	0.00
		Humanities	2.43	2.43	0.00	0.00
		History	0.07	0.07	0.00	0.00
		Personal and consumer services	5.67	5.67	0.00	0.00
		Manufacturing, construction, repair, transportation	10.31	10.32	0.00	0.00
		Military technology and protective services	2.83	2.83	0.00	0.00
		Health care fields	28.82	28.82	0.00	0.00
		Business	7.04	7.04	0.00	0.00
		Education	4.27	4.27	0.00	0.00
		Architecture	0.04	0.04	0.00	0.00
		Communications	0.72	0.72	0.00	0.00
		Public administration and human services	1.06	1.06	0.00	0.00
		Design and applied arts	0.94	0.94	0.00	0.00
		Law and legal studies	0.33	0.33	0.00	0.00
		Theology and religious vocations	0.02	0.02	0.00	0.00
MENTH	Health: mental 2012	Excellent	42.91	43.17	-0.27	-0.63
		Very good	32.17	32.01	0.16	0.50
		Good	18.10	17.92	0.17	0.95
		Fair	5.90	5.98	-0.08	-1.34
		Poor	0.93	0.92	0.01	1.09
MENTH14	Health: mental 2014	Excellent	37.00	36.93	0.07	0.19
		Very good	33.01	33.09	-0.08	-0.24
		Good	21.30	21.32	-0.02	-0.09
		Fair	7.24	7.22	0.02	0.28
		Poor	1.44	1.43	0.01	0.70

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
MILTYP14	Military type 2014	No military service	96.58	96.33	0.25*	0.26
		Active duty	0.79	0.87	-0.07	-8.07
		Reserves	0.49	0.51	-0.02	-3.92
		Veteran	1.83	2.00	-0.17*	-8.49
		National Guard	0.32	0.29	0.03*	10.29
MISSH	Health: amount missed school/work in past 30 days 2012	Never	79.10	79.09	0.01	0.01
		A few times	18.58	18.65	-0.07	-0.38
		About once a week	1.58	1.59	0.00	0.00
		Almost every day	0.52	0.46	0.06*	12.95
		Every day	0.22	0.22	0.00	0.00
MISSH14	Health: amount missed school/work in past 30 days 2014	Never	78.05	78.04	0.01	0.01
		A few times	18.99	19.06	-0.07	-0.37
		About once a week	1.88	1.83	0.05	2.73
		Almost every day	0.65	0.67	-0.01	-1.50
		Every day	0.42	0.40	0.02	4.96
MJCHFIAA14	Major changes (associate's): number at first inst through June 2014	Never	70.88	70.88	0.00	0.00
		One time	19.07	19.06	0.00	0.00
		More than one time	10.06	10.06	0.00	0.00
MJCHFIBA14	Major changes (bachelor's): number at first inst through June 2014	Never	66.48	66.49	-0.01	-0.02
		One time	24.06	24.06	0.00	0.00
		More than one time	9.46	9.46	0.00	0.00

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
MJNSF14	Major field of study with a focus on NSF STEM fields	Undecided	8.57	8.57	0.00	0.00
		Science, engineering, and math	20.62	20.62	0.00	0.00
		Psychology and other social science	8.59	8.59	0.00	0.00
		Health and medicine	9.47	9.47	0.00	0.00
		Other field of study not supported by NSF	52.75	52.75	-0.01	-0.02
NUMJOB14	Number of jobs through June 2014	Zero	16.72	14.82	1.90*	12.82
		One	46.29	46.91	-0.62*	-1.32
		Two	24.93	25.27	-0.35*	-1.38
		Three	8.32	9.08	-0.76*	-8.37
		Four	2.72	2.86	-0.14	-4.90
		Five	0.73	0.76	-0.03	-3.95
		Six	0.18	0.20	-0.02	-9.84
		Seven	0.10	0.09	0.01	11.32
		Eight	0.01	0.01	0.00	0.00
OPCJOBANY	Opportunity cost: work if had not attended college	Work for pay	86.73	86.71	0.01	0.00
		Work, but not be paid	0.75	0.78	-0.03	-0.04
		Not work (for any reason)	7.44	7.41	0.02	0.00
		Enter the military	5.09	5.10	-0.01	0.00
OPCNUMJOB	Opportunity cost: number of jobs if had not attended college	One	65.09	64.83	0.26	0.00
		Two	34.91	35.17	-0.26	-0.01

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
ORGMJ14	Original declared field of study at NPSAS (23 categories)	Undecided	0.24	0.28	-0.04	-14.10
		Computer and information sciences	3.87	3.59	0.28*	7.79
		Engineering and engineering technology	7.33	6.80	0.52*	7.64
		Biological and physical science, science technologies	7.54	6.91	0.63*	9.12
		Mathematics	0.79	0.73	0.06*	8.20
		Agriculture and natural resources	1.28	1.38	-0.09	-6.54
		General studies and other	9.73	10.23	-0.50*	-4.89
		Social sciences	3.22	3.26	-0.04	-1.23
		Psychology	4.57	4.45	0.12	2.70
		Humanities	6.17	6.30	-0.13	-2.06
		History	0.73	0.69	0.04	5.81
		Personal and consumer services	3.29	3.64	-0.34*	-9.35
		Manufacturing, construction, repair, transportation	3.08	4.46	-1.38*	-30.91
		Military technology and protective services	4.71	4.63	0.08	1.73
		Health care fields	16.92	17.65	-0.73	-4.14
		Business	13.25	12.51	0.74*	5.91
		Education	5.59	5.47	0.12	2.19
		Architecture	0.49	0.49	0.01	2.06
		Communications	2.79	2.52	0.27*	10.71
		Public administration and human services	1.63	1.50	0.14*	9.35
		Design and applied arts	1.75	1.59	0.16*	10.04
		Law and legal studies	0.83	0.75	0.07*	9.28
		Library sciences	0.01	0.01	0.00	0.00
		Theology and religious vocations	0.17	0.15	0.02*	13.17

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
PARAMT14	Help from parents: total amount received 2013-14	{zero}	32.04	32.05	-0.02	-0.06
		Less than \$250	2.80	2.78	0.02	0.72
		\$250 - \$500	5.65	5.67	-0.02	-0.35
		\$501 - \$1,000	6.15	6.18	-0.03	-0.49
		\$1,001 - \$1,500	3.84	3.86	-0.02	-0.52
		\$1,501 - \$2,000	5.32	5.49	-0.17	-3.09
		\$2,001 - \$5,000	12.32	12.30	0.03	0.24
		\$5,001 - \$10,000	10.79	10.68	0.11	1.03
		\$10,001 - \$15,000	5.41	5.42	-0.01	-0.18
		\$15,001 - \$20,000	3.63	3.73	-0.10	-2.68
		\$20,001 - \$25,000	2.96	2.97	0.00	0.00
		More than \$25,000	9.08	8.87	0.21*	2.37
PARSUPP	Supportive of PSE: parents 2011-12	(Strongly disagree)	2.71	2.60	0.11	4.24
		(Somewhat disagree)	1.10	1.08	0.02	1.85
		(Neither disagree nor agree)	3.91	3.77	0.14	3.72
		(Somewhat agree)	7.61	7.77	-0.16	-2.06
		(Strongly agree)	84.66	84.79	-0.12	-0.14
PARSUPP14	Supportive of PSE: parents 2013-14	(Strongly disagree)	2.52	2.65	-0.14	-5.27
		(Somewhat disagree)	1.44	1.42	0.02	1.41
		(Neither disagree nor agree)	6.13	6.07	0.06	0.99
		(Somewhat agree)	9.13	9.01	0.12	1.33
		(Strongly agree)	80.78	80.85	-0.07	-0.09
PDADED	Father's highest education level	Do not know father's education level	10.48	10.48	-0.01	-0.10
		Did not complete high school	12.37	12.37	0.00	0.00
		High school diploma or equivalent	28.12	28.12	0.00	0.00
		Vocational/technical training	4.76	4.76	0.00	0.00
		Associate's degree	5.73	5.73	0.00	0.00
		Some college but no degree	10.26	10.25	0.00	0.00
		Bachelor's degree	15.53	15.53	0.00	0.00
		Master's degree or equivalent	8.30	8.30	0.00	0.00
		Doctoral degree - research/scholarship	2.22	2.22	0.00	0.00
		Doctoral degree - professional practice	2.23	2.23	0.00	0.00

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
PEERINT	Engagement: interactions with other students 2012	(Strongly disagree)	1.68	1.67	0.02	1.20
		(Somewhat disagree)	2.21	2.24	-0.03	-1.34
		(Neither disagree nor agree)	11.49	11.25	0.24	2.13
		(Somewhat agree)	29.31	29.53	-0.22	-0.74
		(Strongly agree)	55.30	55.31	-0.01	-0.02
PEERINT14	Engagement: interactions with other students 2014	(Strongly disagree)	1.26	1.26	0.00	0.00
		(Somewhat disagree)	2.32	2.27	0.04	1.76
		(Neither disagree nor agree)	10.48	10.77	-0.30	-2.78
		(Somewhat agree)	30.07	29.79	0.28	0.94
		(Strongly agree)	55.88	55.90	-0.02	-0.04
PFAMNM14	Dependent students: family size 2013-14	Two	9.39	9.38	0.01*	0.11
		Three	25.80	25.80	-0.01	-0.04
		Four	33.97	33.96	0.00	0.00
		Five	18.18	18.20	-0.02	-0.11
		Six	8.14	8.13	0.01*	0.12
		Seven	2.91	2.91	0.00*	0.00
		Eight	0.92	0.92	0.00*	0.00
		Nine	0.32	0.32	0.00*	0.00
		Ten	0.15	0.15	0.00	0.00
		Eleven	0.07	0.07	0.00	0.00
		Twelve	0.09	0.09	0.00	0.00
		Thirteen	0.02	0.02	0.00	0.00
		Fourteen	0.03	0.03	0.00	0.00
PHYSH	Health: physical 2012	Excellent	30.60	30.68	-0.07	-0.23
		Very good	37.59	37.42	0.17	0.45
		Good	24.52	24.57	-0.05	-0.20
		Fair	6.70	6.77	-0.06	-0.89
		Poor	0.58	0.56	0.02	3.56
PHYSH14	Health: physical 2014	Excellent	25.86	25.92	-0.06	-0.23
		Very good	36.99	36.87	0.12	0.33
		Good	27.79	27.78	0.01	0.04
		Fair	8.44	8.48	-0.04	-0.47
		Poor	0.92	0.95	-0.03	-3.16

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
PINC014	Dependent students: number family members in college 2013-14	One	60.51	60.50	0.01	0.02
		Two	33.14	33.20	-0.06	-0.18
		Three	5.37	5.33	0.04*	0.75
		Four	0.73	0.72	0.01*	1.38
		Five	0.21	0.21	0.00*	0.00
		Six	0.03	0.03	0.00	0.00
		Seven	0.02	0.02	0.00	0.00
PLNST14	Loan repayment status: private student loan 2014	No private loans	89.77	87.29	2.49*	2.85
		In repayment	3.01	3.59	-0.58*	-16.15
		Not currently paying	2.21	3.69	-1.48*	-40.10
		Paid in full	0.59	0.85	-0.26*	-30.68
		Deferment	4.41	4.58	-0.17	-3.71
PMARIT14	Parents' marital status 2014	Married or remarried	70.22	70.02	0.19	0.27
		Single	8.12	8.09	0.03	0.37
		Divorced or separated	19.04	19.18	-0.14	-0.73
		Widowed	2.62	2.71	-0.09	-3.33
PMOMED	Mother's highest education level	Do not know mother's education level	5.69	5.69	0.00	0.00
		Did not complete high school	11.28	11.28	0.00	0.00
		High school diploma or equivalent	28.91	28.92	-0.01	-0.03
		Vocational/technical training	4.29	4.29	0.00	0.00
		Associate's degree	8.87	8.87	0.00	0.00
		Some college but no degree	12.66	12.66	0.00	0.00
		Bachelor's degree	18.17	18.17	0.00	0.00
		Master's degree or equivalent	7.73	7.73	0.00	0.00
		Doctoral degree - research/scholarship	1.55	1.55	0.00	0.00
		Doctoral degree - professional practice	0.85	0.85	0.00	0.00

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
POCCMN	PSE Delayers: number of years employed at job held prior to 2011-12	Zero	30.96	31.96	-1.00	-0.03
		One	15.77	14.66	1.11*	0.07
		Two	15.08	15.22	-0.15	-0.01
		Three	10.22	9.64	0.58	0.06
		Four	7.90	8.31	-0.41	-0.05
		Five	4.94	6.07	-1.13*	-0.23
		Six	4.15	4.35	-0.19	-0.05
		Seven	1.93	1.83	0.10	0.05
		Eight	1.68	1.71	-0.03	-0.02
		Nine	0.94	0.76	0.18	0.19
		Ten	2.08	1.90	0.18	0.09
		Eleven	0.87	0.84	0.04	0.04
		Twelve	0.85	0.78	0.08	0.09
		Thirteen	0.25	0.21	0.04	0.17
		Fourteen	0.32	0.25	0.07	0.22
		Fifteen	0.84	0.60	0.24*	0.29
		Sixteen	0.24	0.17	0.07*	0.29
		Seventeen	0.38	0.28	0.11*	0.28
		Eighteen	0.04	0.06	-0.02	-0.44
		Nineteen	0.15	0.11	0.04	0.29
		Twenty	0.40	0.30	0.10*	0.24
PRECONF	Academic confidence: prior to attending school 2011-12	(Strongly disagree)	1.92	1.97	-0.05	-2.54
		(Somewhat disagree)	3.50	3.53	-0.03	-0.85
		(Neither disagree nor agree)	8.26	8.09	0.18	2.23
		(Somewhat agree)	29.88	30.06	-0.19	-0.63
		(Strongly agree)	56.44	56.35	0.09	0.16
PRVJOB	PSE Delayers: jobs for pay prior to 2011-12	None	23.64	23.97	-0.33	-0.01
		One	66.30	66.23	0.07	0.00
		More than one	10.06	9.80	0.26	0.03

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
PRVMTHWK	PSE Delayers: months worked in year prior to 2011-12	One month	1.02	0.97	0.05	0.05
		Two months	2.54	2.83	-0.30	-0.12
		Three months	3.27	3.12	0.14	0.04
		Four months	2.58	2.16	0.42*	0.16
		Five months	2.29	2.70	-0.41	-0.18
		Six months	6.01	6.46	-0.45	-0.07
		Seven months	2.50	2.56	-0.06	-0.02
		Eight months	4.53	5.25	-0.72	-0.16
		Nine months	4.84	4.97	-0.13	-0.03
		Ten months	4.87	4.61	0.26	0.05
		Eleven months	8.44	8.39	0.05	0.01
		Twelve months	57.12	55.97	1.15	0.02
PRVOCC	PSE Delayers: occupation held prior to 2011-12	Management	5.27	5.00	0.27	0.05
		Business/Financial Operation	2.64	2.48	0.16	0.06
		Computer and Mathematical	1.70	1.45	0.24	0.14
		Architecture and Engineering	0.53	0.44	0.10	0.18
		Life/Physical/Social Science Technicians	0.20	0.22	-0.01	-0.07
		Community and Social Services	0.88	0.75	0.12	0.14
		Legal	0.28	0.26	0.02	0.09
		Education, Training, and Library	1.44	1.55	-0.11	-0.08
		Art/Design/Entertainment/Sports/Media	1.07	1.02	0.05	0.05
		Healthcare Practitioners and Technical	0.87	0.83	0.04	0.04
		Healthcare Support	3.93	3.68	0.25	0.06
		Protective Service	2.21	1.98	0.23	0.10
		Food Preparation and Serving Related	13.35	14.35	-1.00	-0.07
		Building/Grounds Cleaning, Maintenance	3.31	3.19	0.12	0.04
		Personal Care and Service	5.04	5.06	-0.01	0.00
		Sales and Related	15.89	16.33	-0.44	-0.03
		Office and Administrative Support	15.29	15.25	0.04	0.00
		Farming, Fishing, and Forestry	0.39	0.77	-0.38*	-0.97
		Construction and Extraction	3.26	3.33	-0.06	-0.02
		Installation, Maintenance, and Repair	4.03	3.80	0.24	0.06
		Production	7.25	7.36	-0.11	-0.02
		Transportation and Material Moving	6.30	5.80	0.50	0.08
		Military Specific	4.85	5.11	-0.26	-0.05

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
RACE	Race/ethnicity (with multiple)	White	55.74	55.75	0.00	0.00
		Black or African American	13.97	13.96	0.00	0.00
		Hispanic or Latino	19.70	19.71	0.00	0.00
		Asian	5.52	5.52	0.00	0.00
		American Indian or Alaska Native	1.04	1.04	0.00	0.00
		Native Hawaiian/other Pacific Islander	0.39	0.39	0.00	0.00
		More than one race	3.64	3.64	0.00	0.00
REMEV3Y	Remedial courses: ever taken through 2013-14	No	65.13	65.07	0.06	0.09
		Yes	34.87	34.93	-0.06	-0.17
SAMEJOB	PSE Delayers: same or similar job while enrolled 2011-12	No	14.86	15.55	-0.69	-0.05
		Yes	85.14	84.45	0.69	0.01
SELFEMP14	All jobs: ever self-employed through June 2014	No	94.75	94.71	0.04	0.04
		Yes	5.25	5.29	-0.04	-0.76
SEROLE14	Jobs while enrolled: primarily student or employee through June 2014	A student who works	89.03	89.14	-0.11	-0.12
		Employee who decided to enroll in school	10.97	10.86	0.11	1.01
SINCOL14	Independent students: Number of family members in college	One	90.75	91.04	-0.29	-0.32
		Two	8.34	7.96	0.38	4.77
		Three	0.29	0.35	-0.06	-17.00
		Four	0.59	0.57	0.02	3.52
		Five	0.03	0.07	-0.05	-68.58
SMAR14	Student's marital status 2014	Single, never married	82.03	81.08	0.95*	1.17
		Married	9.73	10.40	-0.67*	-6.44
		Separated	0.92	1.02	-0.10*	-9.80
		Divorced	2.43	2.48	-0.05	-2.01
		Widowed	0.11	0.13	-0.01	-7.88
		Living with partner	4.78	4.89	-0.11	-2.25

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
SOCSATIS	Engagement: satisfaction with social experience at NPSAS 2012	(Strongly disagree)	4.68	4.56	0.12	2.63
		(Somewhat disagree)	6.83	6.79	0.04	0.59
		(Neither disagree nor agree)	15.26	15.48	-0.23	-1.49
		(Somewhat agree)	30.07	30.34	-0.28	-0.92
		(Strongly agree)	43.16	42.83	0.34	0.79
SOCSATIS14	Engagement: satisfaction with social experience at NPSAS 2014	(Strongly disagree)	3.14	3.14	0.00	0.00
		(Somewhat disagree)	6.12	6.08	0.04	0.66
		(Neither disagree nor agree)	14.64	14.47	0.17	1.17
		(Somewhat agree)	29.92	29.96	-0.04	-0.13
		(Strongly agree)	46.17	46.34	-0.17	-0.37
SPNM13	Not married to spouse in 2013	Married to spouse in 2013	97.75	97.66	0.09	0.09
		Not married to spouse in 2013	2.25	2.34	-0.09	-3.85
SPPSUPP	Supportive of PSE: spouse 2011-12	(Strongly disagree)	3.20	2.60	0.60*	23.06
		(Somewhat disagree)	0.73	0.73	-0.01	-1.36
		(Neither disagree nor agree)	10.53	9.62	0.91	9.46
		(Somewhat agree)	15.75	16.17	-0.42	-2.60
		(Strongly agree)	69.80	70.87	-1.07	-1.51
SPPSUPP14	Supportive of PSE: spouse 2013-14	(Strongly disagree)	4.31	4.79	-0.49	-10.22
		(Somewhat disagree)	1.76	1.76	0.00	0.00
		(Neither disagree nor agree)	11.32	10.96	0.36	3.28
		(Somewhat agree)	12.71	12.57	0.14	1.11
		(Strongly agree)	69.91	69.92	0.00	0.00
SPSED14	Spouse's education level 2014	Did not complete high school	6.72	7.21	-0.49	-6.80
		High school diploma or equivalent	34.17	34.48	-0.31	-0.90
		Vocational or technical training	7.06	6.98	0.08	1.15
		Associate's degree	11.45	11.21	0.23	2.05
		2 or more years of college but no degree	25.22	24.31	0.91	3.74
		Bachelor's degree	11.63	11.13	0.50	4.49
		Master's degree or equivalent	3.23	4.24	-1.01	-23.82
		Professional degree	0.31	0.25	0.06*	24.01
		Doctoral degree	0.21	0.19	0.02	10.57

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
STDYABR	Ever studied abroad through June 2014	No	90.46	90.41	0.05	0.06
		Yes	9.54	9.59	-0.05	-0.52
TRLNPDAY14	Traveling from residence to last school enrolled: days per week 2014	Zero	7.37	8.03	-0.65*	-8.10
		One	2.48	2.54	-0.07	-2.75
		Two	10.18	9.99	0.19	1.90
		Three	11.07	11.19	-0.12	-1.07
		Four	20.26	19.74	0.52*	2.63
		Five	33.23	33.07	0.16	0.48
		Six	7.69	7.54	0.15	1.99
		Seven	7.72	7.89	-0.18	-2.28
UGLVL14	Class level at most recent institution 2014	1st year undergraduate	27.53	28.34	-0.81*	-2.86
		2nd year undergraduate	34.90	34.43	0.47	1.37
		3rd year undergraduate	31.89	31.60	0.29	0.92
		4th year undergraduate	3.33	3.34	-0.01	-0.30
		5th year undergraduate	0.13	0.12	0.01	8.49
		Unclassified undergraduates	2.06	2.03	0.04	1.97
		Graduate student	0.15	0.14	0.01	6.97
USBORN	Born in the U.S. (student)	No	10.08	10.19	-0.11	-1.08
		Yes	89.92	89.81	0.11	0.12
USEACAD	PSE services used: academic advising in 2011-12	No	38.68	38.43	0.25	0.65
		Yes	61.32	61.57	-0.25	-0.41
USEACAD14	PSE services used: academic advising in 2013-14	No	24.53	24.77	-0.24	-0.97
		Yes	75.47	75.23	0.24	0.32
USEACSP	PSE services used: academic support services in 2011-12	No	67.63	67.23	0.40	0.59
		Yes	32.37	32.77	-0.40	-1.22
USEACSP14	PSE services used: academic support services in 2013-14	No	66.46	66.41	0.05	0.08
		Yes	33.54	33.59	-0.05	-0.15

See notes at end of table.

Table F-3. Distributions of categorical variables before and after imputation, BPS:12/14: 2014—Continued

Variable	Description	Label	Percent distribution before imputation	Percent distribution after imputation	Difference	Percent relative difference
USECPP	PSE services used: career services in 2011-12	No	83.71	83.11	0.60*	0.72
		Yes	16.29	16.89	-0.60*	-3.55
USECPP14	PSE services used: career services in 2013-14	No	73.62	73.85	-0.23	-0.31
		Yes	26.38	26.15	0.23	0.88
USEFINAID	PSE services used: financial aid services in 2011-12	No	42.18	41.58	0.60*	1.44
		Yes	57.82	58.42	-0.60*	-1.03
USEFINAID14	PSE services used: financial aid services in 2013-14	No	62.19	61.90	0.29	0.47
		Yes	37.81	38.10	-0.29	-0.76
		Yes	37.81	38.10	-0.29	-0.76
USEHLTH	PSE services used: student health services in 2011-12	No	80.08	80.06	0.03	0.04
		Yes	19.92	19.94	-0.03	-0.15
USEHLTH14	PSE services used: student health services in 2013-14	No	68.88	68.98	-0.10	-0.14
		Yes	31.12	31.02	0.10	0.32
USENONE	PSE services used: None in 2011-12	No	86.08	86.50	-0.42*	-0.49
		Yes	13.92	13.50	0.42*	3.11
USENONE14	PSE services used: None in 2013-14	No	87.20	87.15	0.05	0.06
		Yes	12.80	12.85	-0.05	-0.39
WRKTSKS	Job non-monetary benefits: importance of making decisions 2012	Less important than salary	9.69	9.65	0.04	0.41
		As important as salary	47.80	47.90	-0.10	-0.21
		More important than salary	42.51	42.45	0.06	0.14

* $p < .05$.

NOTE: Distributions were computed using the BPS:12/14 study weight. Cases with legitimate skips for the item are not included in the distributions. The difference is computed as the percentage before imputation minus the percentage after imputation. The variables EXOCC6 (Expected job: type of occupation 2012 [specific]) and HSGRADYM (Month and year of high school completion) were excluded from this table due to the large number of categories associated with each.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

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Appendix G: Analysis Variables

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Table G-1. Analysis variables: 2014

Variable name	Variable label	Subject	Source(s)
ACDSATIS	Engagement: satisfaction with studies 2012	Education: Experiences	NPSAS:12 Interview
ACDSATIS14	Engagement: satisfaction with studies 2014	Education: Experiences	BPS:12/14 Interview
AGE	Age as of 12/31/2011	Student's characteristics	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview
AGEGROUP	Age as of 12/31/2011 (categorical)	Student's characteristics	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview
AIDAPP	Applied for any aid 2011-12	Financial aid: Application	FAFSA:12, NPSAS:12 Interview
AIDCST	Ratio of total aid to student budget 2011-12	Financial aid: Ratios	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS, FAFSA:12
AIDCST3	Ratio of aid (excluding private loans and Direct PLUS loans to parents) to student budget	Financial aid: Ratios	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS, FAFSA:12
AIDSNEED	Aid amount exceeding federal need 2011-12	Financial aid: Need	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS, FAFSA:12
AIDSRC	Aid package by source of aid 2011-12	Financial aid: Package	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
AIDTYPE	Aid package by type of aid 2011-12	Financial aid: Package	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
ALTANY	Alternative courses: took online, night, or weekend classes at first inst 2011-12	Education: Courses	NPSAS:12 Interview
ALTAVNGHT	Alternative courses: attend if night courses not available 2011-12	Education: Courses	NPSAS:12 Interview
ALTAVONLN	Alternative courses: attend if online not available 2011-12	Education: Courses	NPSAS:12 Interview
ALTAVWKND	Alternative courses: attend if weekend courses not available 2011-12	Education: Courses	NPSAS:12 Interview
ALTNIGHT	Alternative courses: proportion taken completely at night 2011-12	Education: Courses	NPSAS:12 Interview
ALTNIGHT14	Alternative courses: all courses taken completely at night 2013-14	Education: Courses	BPS:12/14 Interview
ALTONLN	Alternative courses: proportion taken completely online 2011-12	Education: Courses	NPSAS:12 Interview
ALTONLN14	Alternative courses: all courses taken completely online 2013-14	Education: Courses	BPS:12/14 Interview
ALTONLND	Alternative courses: first institution program was entirely online 2011-12	Education: Courses	NPSAS:12 Interview
ALTWKND	Alternative courses: proportion taken completely on weekend 2011-12	Education: Courses	NPSAS:12 Interview
ALTWKND14	Alternative courses: all courses taken completely on weekend 2013-14	Education: Courses	BPS:12/14 Interview
AT1DT3Y	First degree date attained through 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
AT1TY3Y	First degree type attained through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATAADT3Y	First associate's degree date attained through 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATAANU3Y	Number of associate's degrees attained through 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATBADT3Y	First bachelor's degree date attained through 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATBANU3Y	Number of bachelor's degrees attained through 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATCTDT3Y	First certificate date attained through 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATCTNU3Y	Number of certificates attained through 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
ATDEG1	Degree attained during 2011-12	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATDEG2	Degree attained during 2012-13	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATDEG3	Degree attained during 2013-14	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATDEG3Y	First year attained degree through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATHDT3Y	Date attained highest degree anywhere through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATHDTF3Y	Date attained highest degree at first institution through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATHTY3Y	Highest degree attained anywhere through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATHTYF3Y	Highest degree attained at first institution through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATLDT3Y	Date attained last degree through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATLTY3Y	Last degree type attained through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATNUM3Y	Degrees: number attained through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC
ATTEND	Attendance intensity in fall 2011	Attendance: Intensity	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12
ATTEND2	Attendance intensity (half-time) in fall 2011	Attendance: Intensity	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12
ATTENDMR	Purpose (first): main reason for taking just classes 2011-12	Education: Program	NPSAS:12 Interview
ATTNPT	Attendance intensity (half-time) 2011-12	Attendance: Intensity	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12
ATTNPTRN	Attendance intensity (all schools) 2011-12	Attendance: Intensity	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12
ATTNSTAT	Attendance pattern 2011-12	Attendance: Intensity	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12
BANK1	Bank accounts: had checking or savings account 2012	Finances	NPSAS:12 Interview
BANK2	Bank accounts: individual or shared 2012	Finances	NPSAS:12 Interview
BELONG	Engagement: felt like a part of institution 2012	Education: Experiences	NPSAS:12 Interview
BELONG14	Engagement: felt like a part of institution 2014	Education: Experiences	BPS:12/14 Interview
BUDGETAJ	Student budget (attendance adjusted) 2011-12	Institution expenses	NPSAS:12 Student Records, IPEDS:11, NSLDS:12
BUDGETBK	Budgeted cost of books and supplies	Institution expenses	NPSAS:12 Student Records, IPEDS
BUDNONAJ	Non-tuition expense budget (attendance adjusted) 2011-12	Institution expenses	NSLDS:12, NPSAS:12 Student Records
CAGI	Adjusted Gross Income (AGI) 2011-12	Finances: Income	FAFSA:12, NPSAS:12 Interview
CALSYS	Institution calendar system 2011-12	Institution characteristics	IPEDS:09, IPEDS:10
CAMPAMT	Federal campus based aid (Perkins, SEOG, FWSP) 2011-12	Financial aid: Federal	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
CARAMT14	Monthly car loan payment 2014	Finances	BPS:12/14 Interview
CARLN14	Have a car loan 2014	Finances	BPS:12/14 Interview
CC2000	Carnegie Classification (2000) for first institution 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11
CC2010B	Carnegie Classification 2010: Basic classification 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11
CC2010C	Carnegie Classification 2010: Basic classification (collapsed) 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11
CC2010E	Carnegie Classification 2010: Enrollment profile 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
CC2010G	Carnegie Classification 2010: Graduate instructional program 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11
CC2010P	Carnegie Classification 2010: Undergraduate instructional program 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11
CC2010S	Carnegie Classification 2010: Size and setting 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11
CC2010U	Carnegie Classification 2010: Undergraduate profile 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11
CINCOME	Total income (continuous) 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
CINCOME14	Total income (continuous): 2014	Finances: Income	FAFSA:14, BPS:12/14 Interview
CITIZEN2	Citizenship 2012	Student's characteristics	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview
CITZN14	Citizenship 2014	Student's characteristics	BPS:12/14 Interview, FAFSA:14, FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records
CLOCK	Clock hour or credit hour institution	Institution characteristics	NPSAS:12 Student Records
CLSEVR3Y	Ever just taking classes through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
CNFDIF	Academic confidence: change from before PSE to 2011-12	Education: Experiences	NPSAS:12 Interview
CNTLAFFI	Institutional control of affiliation 2011-12	Institution type	IPEDS:09, IPEDS:10
COMPT087	Comparable to 1987 NPSAS	Survey sample	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, IPEDS:09-10
CONTROL	Control of first institution 2011-12	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
CRBALCR	Credit cards: balance carried over each month 2012	Finances	NPSAS:12 Interview
CRBALDUE	Credit cards: balance due on all credit cards 2012	Finances	NPSAS:12 Interview
CRDBAL14	Credit cards: balance due 2014	Finances	BPS:12/14 Interview
CRDNUM14	Credit cards: number in own name 2014	Finances	BPS:12/14 Interview
CRDPAY14	Credit cards: pay off balance 2014	Finances	BPS:12/14 Interview
CRNUMCRD	Credit cards: number of credit cards in own name 2012	Finances	NPSAS:12 Interview
CRTUIT	Credit cards: used credit cards to pay tuition and fees in 2011-12	Finances	NPSAS:12 Interview
CRTUIT2	Credit cards: only source available to pay tuition and fees in 2011-12	Finances	NPSAS:12 Interview
CUMULN14	Cumulative student loans: total amount borrowed through 2014	Financial aid: Total	BPS:12/14 Interview, NSLDS:14, NSLDS:12, NPSAS:12 Student Records
CURCNFDIF	Academic confidence: change from 2011-12 to 2013-14	Education: Experiences	BPS:12/14 Interview
CURCONF	Academic confidence: 2011-12	Education: Experiences	NPSAS:12 Interview
CURCONF14	Academic confidence: 2013-14	Education: Experiences	BPS:12/14 Interview
DECMJAJ	Formally declared major field of study	Education: Majors	NPSAS:12 Interview, NPSAS:12 Student Records, NSC
DECMJAJ14	Field of study: formally declared when last enrolled 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NPSAS:12 Student Records, NSC
DEFER14	Title IV loans (excl Parent PLUS): ever had a deferment through 2014	Financial aid: Debt and repayment	NSLDS:14
DEGEVR	Likelihood of ever completing expected degree 2012	Education: Future	NPSAS:12 Interview
DEGEXP	Likelihood of completing degree by expected date 2012	Education: Future	NPSAS:12 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
DEGEXPDT	Date expected to complete degree requirements	Education: Future	NPSAS:12 Interview
DEGNUM3Y	Degrees: number pursued through June 2014	Education: Program	BPS:12/14 Interview, NPSAS:12 Interview, NSC
DELAYENR	Delayed enrollment into PSE: number of years 2011-12	High School	NPSAS:12 Interview, NPSAS:12 Student Records
DEPANY	Dependents: has any dependents 2011-12	Student's family	FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview
DEPANY14	Has dependents: any 2014	Student's family	BPS:12/14 Interview, FAFSA:14
DEPCARE	Dependents: child in paid childcare 2011-12	Finances	NPSAS:12 Interview
DEPCHILD	Dependents: has dependent children 2011-12	Student's family	FAFSA:12, NPSAS:12 Interview
DEPCOL	Independent students: number of dependents in college 2011-12	Student's family	NPSAS:12 Interview, FAFSA:12
DEPCOL14	Independent students: number of dependents in college 2013-14	Student's family	BPS:12/14 Interview
DEPCOLCS	Amount contributed to college costs for dependents in 2011-12	Finances	NPSAS:12 Interview
DEPCOST	Dependents: children in paid childcare - monthly costs 2011-12	Finances	NPSAS:12 Interview
DEPEND	Dependency status 2011-12	Student's characteristics	FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview
DEPEND14	Dependency status 2013-14	Student's family	BPS:12/14 Interview, FAFSA:14, NPSAS:12 Interview
DEPEND5A	Dependency and marital status (separated is married) 2011-12	Student's characteristics	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records
DEPEND5B	Dependency and marital status (separated is unmarried) 2011-12	Student's characteristics	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview
DEPINC	Dependent students: parents' income 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
DEPINC14	Dependent students: parents' income 2014	Finances: Income	FAFSA:14, BPS:12/14 Interview
DEPNUM	Dependents: has any dependents (number) 2012	Student's family	FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview
DEPNUM14	Has dependents: number of children 2014	Student's family	BPS:12/14 Interview, FAFSA:14
DEPNUMCH	Dependents: has dependent children (number) 2012	Student's family	NPSAS:12 Interview, FAFSA:12, FAFSA:14, BPS:12/14 Interview
DEPNUMOT	Dependents: Has dependent(s) other than children (number) 2012	Student's family	NPSAS:12 Interview, FAFSA:12, FAFSA:14, BPS:12/14 Interview
DEPOTCST	Dependents: monthly cost of supporting dependents other than children 2012	Finances	NPSAS:12 Interview, BPS:12/14 Interview
DEPOTH14	Has dependents: number other than children 2014	Student's family	BPS:12/14 Interview, FAFSA:14
DEPOTHER	Dependents: has dependent(s) other than children 2012	Student's family	FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview
DEPTOT14	Has dependents: number 2014	Student's family	BPS:12/14 Interview, FAFSA:14
DEPTYPE	Dependents: types of dependents 2012	Student's family	FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview
DEPYNG	Dependents: age of youngest child 2012	Student's family	NPSAS:12 Interview, BPS:12/14 Interview
DERMJRNM	Final derived major: numeric 2011-12	Education: Majors	NPSAS:12 Interview, NPSAS:12 Institutional Records
DGEVR14	Highest level of education ever expected 2014	Education: Future	BPS:12/14 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
DIS16A	Disability: deaf or serious difficulty hearing 2012	Characteristics: Disability/Health	NPSAS:12 Interview
DIS16A14	Disability: deaf or serious difficulty hearing 2014	Characteristics: Disability/Health	BPS:12/14 Interview
DIS16B	Disability: blind or serious difficulty seeing 2012	Characteristics: Disability/Health	NPSAS:12 Interview
DIS16B14	Disability: blind or serious difficulty seeing 2014	Characteristics: Disability/Health	BPS:12/14 Interview
DIS17A	Disability: serious difficulty concentrating/remembering/deciding 2012	Characteristics: Disability/Health	NPSAS:12 Interview
DIS17A14	Disability: serious difficulty concentrating/remembering/deciding 2014	Characteristics: Disability/Health	BPS:12/14 Interview
DIS17B	Disability: serious difficulty walking or climbing stairs 2012	Characteristics: Disability/Health	NPSAS:12 Interview
DIS17B14	Disability: serious difficulty walking or climbing stairs 2014	Characteristics: Disability/Health	BPS:12/14 Interview
DISABL14	Disability: has some type of disability 2014	Characteristics: Disability/Health	BPS:12/14 Interview
DISABLE	Disability: has some type of disability 2012	Characteristics: Disability/Health	NPSAS:12 Interview
DISTANCE	Distance from student's home (in miles) to first institution 2011-12	Residence	NPSAS:12 Interview, NPSAS:12 Student Records, IPEDS:12
DISTYPES	Disability: main type of condition or impairment 2012	Characteristics: Disability/Health	NPSAS:12 Interview
DLQAVG14	Title IV loans (excl Parent PLUS): average delinquencies through 2014	Financial aid: Debt and repayment	NSLDS:14
DLQEVER14	Title IV loans (excl Parent PLUS): ever had a delinquency through 2014	Financial aid: Debt and repayment	NSLDS:14
DSCTRATE	Discount rate 2012	Student's characteristics	NPSAS:12 Interview
DSTUINC	Dependent students: income 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
DSTUINC14	Dependent students: income 2013-14	Finances: Income	FAFSA:14, BPS:12/14 Interview
E01	Monthly enrollment status (half-time) 2011/07	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
E02	Monthly enrollment status (half-time) 2011/08	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
E03	Monthly enrollment status (half-time) 2011/09	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
E04	Monthly enrollment status (half-time) 2011/10	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
E05	Monthly enrollment status (half-time) 2011/11	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
E06	Monthly enrollment status (half-time) 2011/12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
E07	Monthly enrollment status (half-time) 2012/01	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
E08	Monthly enrollment status (half-time) 2012/02	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
E09	Monthly enrollment status (half-time) 2012/03	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
E10	Monthly enrollment status (half-time) 2012/04	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
E11	Monthly enrollment status (half-time) 2012/05	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
E12	Monthly enrollment status (half-time) 2012/06	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
EFC	Expected Family Contribution 2011-12	Financial aid: Need	NSLDS:12, FAFSA:12
EFCAID	Aid amount subject to federal EFC limitation 2011-12	Financial aid: Need	NSLDS:12, NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12
EFCCPS	Expected Family Contribution (from CPS) 2011-12	Financial aid: Need	FAFSA:12
EFFORT20	Net price after grants and loans as percent of income 2011-12	Financial aid: Net price	NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12, NSLDS:12, IPEDS
EFFORT3	Net price after grants as percent of income 2011-12	Financial aid: Net price	NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12, NSLDS:12, IPEDS
EFFORT9	Net tuition after all grants as percent of income 2011-12	Financial aid: Net price	NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12, NSLDS:12, IPEDS
ELAPSE	Number of months between HS completion and PSE entry	High School	NPSAS:12 Interview
EMPENRL	Employment and enrollment status	Employment	BPS:12/14 Interview
EMPLWAIV	Institutional tuition waivers for staff 2011-12	Financial aid: Institution	NPSAS:12 Student Records
EMPLYAM14	Employer aid (student & parents): amount received 2013-14	Financial aid: Grants	BPS:12/14 Interview, NSC
EMPLYAM3	Employer aid (student & parents) 2011-12	Financial aid: Grants	NPSAS:12 Student Records, NPSAS:12 Interview
EMPLYAMT	Employer aid (includes college staff) 2011-12	Financial aid: Grants	NPSAS:12 Interview, NPSAS:12 Student Records
EMPMNT3Y	All jobs: number of months worked through June 2014	Employment: History	BPS:12/14 Interview
EMPMTEN3Y	All jobs: number of months worked since last enrolled thru June 2014	Employment: History	BPS:12/14 Interview
EMPNUM3Y	All jobs: number of jobs through June 2014	Employment: History	BPS:12/14 Interview
ENCOEN3Y	Ever co-enrolled through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENDTFI3Y	First institution date last enrolled as of 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENDTFS	Date of first enrollment	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENDTLA3Y	Date of last enrollment through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
ENINFM	First institution: attendance intensity first month enrolled 2011-12	Attendance: Intensity	BPS:12/14 Interview, NSC
ENINPT1	Attendance intensity pattern in 2011-12	Attendance: Intensity	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, NSLDS:14, BPS:12/14 Interview
ENINPT2	Attendance intensity pattern in 2012-13	Attendance: Intensity	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENINPT3	Attendance intensity pattern in 2013-14	Attendance: Intensity	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENINPT3Y	Attendance intensity through June 2014	Attendance: Intensity	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENINUM1	Number of institutions attended in 2011-12	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENINUM2	Number of institutions attended in 2012-13	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENINUM3	Number of institutions attended in 2013-14	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENINUM3Y	Number of institutions attended through 2013-14	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENLEN	First institution: months enrolled total 2011-12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENLT4M3Y	Number of institutions attended for less than 4 months	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENLYAT3Y	Last year enrolled with no attainment anywhere through June 2014	Education: Persistence	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENLYF3Y	Last year enrolled with no attainment at first inst through June 2014	Education: Persistence	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENMNFT1	Months enrolled full time in 2011-12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENMNFT2	Months enrolled full time in 2012-13	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENMNFT3	Months enrolled full time in 2013-14	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENMNFT3Y	Months enrolled full time (total) through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENMNPT1	Months enrolled part time in 2011-12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENMNPT2	Months enrolled part time in 2012-13	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENMNPT3	Months enrolled part time in 2013-14	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENMNPT3Y	Months enrolled part time (total) through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
ENMNT1	Months enrolled during 2011-12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENMNT14	Number of months since last enrolled through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENMNT2	Months enrolled during 2012-13	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENMNT3	Months enrolled during 2013-14	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENMNT3Y	Months enrolled (total) through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENMNTAA3Y	Associate's degree: months enrolled before attainment through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC, NPSAS:12 Student Records, NSLDS:14
ENMNTBA3Y	Bachelor's degree: months enrolled before attainment through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC, NPSAS:12 Student Records, NSLDS:14
ENMNTCT3Y	Certificate: months enrolled before attainment through June 2014	Education: Attainment	BPS:12/14 Interview, NPSAS:12 Interview, NSC, NPSAS:12 Student Records, NSLDS:14
ENR01	Monthly enrollment status 2011/07	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR02	Monthly enrollment status 2011/08	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR03	Monthly enrollment status 2011/09	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR04	Monthly enrollment status 2011/10	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR05	Monthly enrollment status 2011/11	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR06	Monthly enrollment status 2011/12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR07	Monthly enrollment status 2012/01	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR08	Monthly enrollment status 2012/02	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR09	Monthly enrollment status 2012/03	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR10	Monthly enrollment status 2012/04	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR11	Monthly enrollment status 2012/05	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENR12	Monthly enrollment status 2012/06	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENRFALL	First institution: enrolled from July through Dec in 2011	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
ENRFSIZE	First institution: fall enrollment 2011-12	Institution characteristics	IPEDS:10
ENRPLNFT	Enrollment plans: first term after 2013-14	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
ENRSPR	First institution: enrolled from Jan through June in 2012	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
ENRSTAT	First institution: enrollment pattern 2011-12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
EVDECFIAA	Ever declared a major (associate's) at first inst as of June 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NSC
EVDECFIBA	Ever declared a major (bachelor's) at first inst as of June 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NSC
EVERDECAA	Ever declared a major (associate's) as of June 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NSC
EVERDECBA	Ever declared a major (bachelor's) as of June 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NSC
EXOCC2	Expected job: type of occupation 2012 (general)	Employment: Future	NPSAS:12 Interview
EXOCC3	Expected job: type of occupation 2012 (detailed)	Employment: Future	NPSAS:12 Interview
EXOCC6	Expected job: type of occupation 2012 (specific)	Employment: Future	NPSAS:12 Interview
EXPBA	Bachelor's program intentions within 5 years 2012	Education: Program	NPSAS:12 Interview
EXPBA14	Bachelor's program intentions within 2 years 2014	Education: Program	BPS:12/14 Interview
EXPFLD	Job non-monetary benefits: importance of being an expert 2012	Employment: Values	NPSAS:12 Interview
EXPWAGE	Expected job: annual salary expected 2012	Employment: Future	NPSAS:12 Interview
FACULTY	Engagement: interactions with faculty 2012	Education: Experiences	NPSAS:12 Interview
FACULTY14	Engagement: interactions with faculty 2014	Education: Experiences	BPS:12/14 Interview
FAMAMT14	Help from family and friends: total amount received 2013-14	Finances: Support	BPS:12/14 Interview
FAMHELP	Other financial support received 2011-12	Finances: Support	NPSAS:12 Interview
FAMHPAM	Help from family and friends: total amount 2011-12	Finances: Support	NPSAS:12 Interview
FAMTIM	Job non-monetary benefits: importance of balancing work/family 2012	Employment: Values	NPSAS:12 Interview
FCONTROL	Control of first institution 2011-12	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
FEDAPP	Applied for federal aid 2011-12	Financial aid: Application	FAFSA:12, NPSAS:12 Interview
FEDBEN	Received federal benefit: any 2011-12	Finances: Support	FAFSA:12, NPSAS:12 Interview
FEDBEN14	Received federal benefit: any 2014	Finances: Support	FAFSA:14, BPS:12/14 Interview
FEDBEN14A	Received federal benefit: Food Stamps 2014	Finances: Support	FAFSA:14, BPS:12/14 Interview
FEDBEN14B	Received federal benefit: Free or Reduced Price Lunch 2014	Finances: Support	FAFSA:14, BPS:12/14 Interview
FEDBEN14C	Received federal benefit: Supplemental Security Income 2014	Finances: Support	FAFSA:14, BPS:12/14 Interview
FEDBEN14D	Received federal benefit: TANF 2014	Finances: Support	FAFSA:14, BPS:12/14 Interview
FEDBEN14E	Received federal benefit: WIC 2014	Finances: Support	FAFSA:14, BPS:12/14 Interview
FEDBENA	Received federal benefit: Food Stamp 2011-12	Finances: Support	FAFSA:12, NPSAS:12 Interview
FEDBENB	Received federal benefit: Free or Reduced Price School Lunch 2011-12	Finances: Support	FAFSA:12, NPSAS:12 Interview
FEDBENC	Received federal benefit: Supplemental Security Income 2011-12	Finances: Support	FAFSA:12, NPSAS:12 Interview
FEDBEND	Received federal benefit: TANF 2011-12	Finances: Support	FAFSA:12, NPSAS:12 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
FEDBENE	Received federal benefit: WIC 2011-12	Finances: Support	FAFSA:12, NPSAS:12 Interview
FEDGRPCT	Ratio of federal grants to total aid 2011-12	Financial aid: Ratios	NSLDS:12, NPSAS:12 Student Records, NPSAS:12 Interview
FEDLNPAK	Federal loan package by type of loan 2011-12	Financial aid: Package	NPSAS:12 Student Records, NSLDS:12
FEDNEED	Federal need-based aid 2011-12	Financial aid: Federal	NSLDS:12, NPSAS:12 Student Records
FEDPACK	Federal aid package by type of aid 2011-12	Financial aid: Package	NPSAS:12 Student Records, NSLDS:12
FEDPCT	Ratio of federal aid to total aid 2011-12	Financial aid: Ratios	NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records
FEDRPY14	Loan repayment (federal): monthly payment amount 2014	Financial aid: Debt and repayment	NSLDS:14
FGRTLN	Total federal loans and grants 2011-12	Financial aid: Federal	NSLDS:12, NPSAS:12 Student Records
FHSUPP	Supportive of PSE: friends from home 2011-12	Socioemotional support	NPSAS:12 Interview
FHSUPP14	Supportive of PSE: friends from outside of college 2013-14	Socioemotional support	BPS:12/14 Interview
FLACMAX	Federal loans: accepted maximum amount offered in 2011-12	Financial aid: Federal loans	NPSAS:12 Interview
FLAVDL1	Way to avoid additional federal loans: attend less costly school 2011-12	Financial aid: Federal loans	NPSAS:12 Interview
FLAVDL2	Way to avoid additional federal loans: fewer classes 2011-12	Financial aid: Federal loans	NPSAS:12 Interview
FLAVDL3	Way to avoid additional federal loans: work more 2011-12	Financial aid: Federal loans	NPSAS:12 Interview
FLDENY	Federal loans: turned down any in 2011-12	Financial aid: Federal loans	NPSAS:12 Interview
FLDENYRS	Federal loans: main reason for not accepting additional loans 2011-12	Financial aid: Federal loans	NPSAS:12 Interview
FLEVEL	Level of first institution 2011-12	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
FLNPCT6	Ratio of fed loans to fed aid (excl Direct PLUS to parents, Veterans/DOD) 2011-12	Financial aid: Ratios	NSLDS:12, NPSAS:12 Student Records
FLNST14	Loan repayment status: federal loan 2014	Financial aid: Debt and repayment	NSLDS:14
FORBAR14	Title IV loans (excl Parent PLUS): ever had a forbearance through 2014	Financial aid: Debt and repayment	NSLDS:14
FRSTCOL	First immediate family member to go to college	Parents and family	NPSAS:12 Interview, FAFSA:12, BPS:12/14 Interview
FSECDOC	Doctorate-granting status of first institution 2011-12	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
FSECTOR	Control and level of first institution (IPEDS sector) 2011-12	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
FSSUPP	Supportive of PSE: friends from school 2011-12	Socioemotional support	NPSAS:12 Interview
FSSUPP14	Supportive of PSE: friends from school 2013-14	Socioemotional support	BPS:12/14 Interview
GENDER	Gender	Student's characteristics	NPSAS:12 Interview, FAFSA:12, NPSAS:12 Student Records, BPS:12/14 Interview
GPA	Grade point average 2011-12	Education: Courses	NPSAS:12 Student Records, NPSAS:12 Interview
GPAEST14	Grade point average estimate 2014	Education: Courses	BPS:12/14 Interview
GPALAST14	Grade point average estimate when last enrolled through June 2014	Education: Courses	BPS:12/14 Interview, NPSAS:12 Interview
GRNTSRC	Grant package by source of grant 2011-12	Financial aid: Package	NSLDS:12, NPSAS:12 Student Records

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
GRTCST	Ratio of grant aid to student budget 2011-12	Financial aid: Ratios	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12, IPEDS
GRTLOAN	Ratio of grants to total loans 2011-12	Financial aid: Ratios	NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records
GRTPCT	Ratio of grants to total aid 2011-12	Financial aid: Ratios	NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records
GRTPCTTN	Ratio of grant aid to tuition 2011-12	Financial aid: Ratios	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12, IPEDS
GRTRATIO	Ratio of grants to grants and loans 2011-12	Financial aid: Ratios	NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records
GRTSNEED	Grant amount exceeding federal need 2011-12	Financial aid: Need	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, FAFSA:12, IPEDS
HBCU	Historical black college indicator at first institution 2011-12	Institution characteristics	IPEDS:11
HCHONORS	Number of high school honors subjects	High school	ACT, College Board
HCMATHHI	Highest level of high school mathematics	High school	ACT, College Board, NPSAS:12 Interview, BPS:12/14 Interview
HCSCINUM	Number of high school science courses taken	High school	ACT, College Board, NPSAS:12 Interview
HCTKBIOL	Took or planned to take biology	High school	ACT, College Board
HCTKCHEM	Took or planned to take chemistry	High school	ACT, College Board
HCTKPHYS	Took or planned to take physics	High school	ACT, College Board
HCYSENGL	Years completed or planned English	High school	ACT, College Board
HCYSLANG	Years completed or planned foreign languages	High school	ACT, College Board
HCYSMATH	Years completed or planned math	High school	ACT, College Board
HCYSSCIE	Years completed or planned science	High school	ACT, College Board
HCYSSOCI	Years completed or planned social studies	High school	ACT, College Board
HIEXPWGE	Expected job: highest annual salary expected 2012	Employment: Future	NPSAS:12 Interview
HIGHLVEX	Highest level of education ever expected 2012	Education: Future	NPSAS:12 Interview, NPSAS:12 Student Records
HISPANIC	Race: Hispanic or Latino origin	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview
HISPTYPE	Hispanic type	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records
HLOFFER	Highest level of offering at first institution 2011-12	Institution characteristics	IPEDS:11
HLPOTH	Job non-monetary benefits: importance of helping others 2012	Employment: Values	NPSAS:12 Interview
HOMELESS	Homeless or at risk of homelessness	Student's characteristics	FAFSA:12, FAFSA:14
HOMESTUD	Student owns home or pays mortgage 2012	Finances	NPSAS:12 Interview
HRSWK12	Jobs while enrolled: hours worked 2011-12	Employment: While enrolled	BPS:12/14 Interview
HRSWK13	Jobs while enrolled: hours worked 2012-13	Employment: While enrolled	BPS:12/14 Interview
HRSWK14	Jobs while enrolled: hours worked 2013-14	Employment: While enrolled	BPS:12/14 Interview
HRSWK3Y	Jobs while enrolled: hours worked when last enrolled through June 2014	Employment: While enrolled	BPS:12/14 Interview
HSCRDCOL	Took college-level courses while in high school	High school	NPSAS:12 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
HSDEG	High school degree type	High school	NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12, BPS:12/14 Interview
HSGPA	Grade point average in high school	High school	NPSAS:12 Interview, ACT, College Board
HSGRADYM	High school completion date	High school	NPSAS:12 Interview, BPS:12/14 Interview
HSGRADYY	High school graduation year	High school	NPSAS:12 Interview, NPSAS:12 Student Records
HSIZE	Family size (dependent & independent) 2012	Student's family	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records
HSIZE14	Family size 2013-14	Student's family	BPS:12/14 Interview
HSTKANY	Took any college credits in high school	High school	NPSAS:12 Interview
HSTKAP	Took AP courses while in high school	High school	NPSAS:12 Interview
HSTKIB	Took IB courses while in high school	High school	NPSAS:12 Interview
HSTYPE	Type of high school attended	High school	NPSAS:12 Interview
IMMIAGE	Age when arrived in the United States	Student's characteristics	NPSAS:12 Interview
IMMIGEN	Immigrant generation status	Student's characteristics	NPSAS:12 Interview, FAFSA:12, NPSAS:12 Student Records
IMMIGRA	Immigrant status 2011-12	Student's characteristics	NPSAS:12 Interview, FAFSA:12, NPSAS:12 Student Records
IMPACAD	PSE service importance: academic advising in 2011-12	Education: Services	NPSAS:12 Interview
IMPACAD14	PSE service importance: academic advising in 2013-14	Education: Services	BPS:12/14 Interview
IMPACSP	PSE service importance: academic support services in 2011-12	Education: Services	NPSAS:12 Interview
IMPACSP14	PSE service importance: academic support services in 2013-14	Education: Services	BPS:12/14 Interview
IMPCPP	PSE service importance: career planning services in 2011-12	Education: Services	NPSAS:12 Interview
IMPCPP14	PSE service importance: career planning services in 2013-14	Education: Services	BPS:12/14 Interview
IMPFINAID	PSE service importance: financial aid services in 2011-12	Education: Services	NPSAS:12 Interview
IMPFINAID14	PSE service importance: financial aid services in 2013-14	Education: Services	BPS:12/14 Interview
IMPHLTH	PSE service importance: student health services in 2011-12	Education: Services	NPSAS:12 Interview
IMPHLTH14	PSE service importance: student health services in 2013-14	Education: Services	BPS:12/14 Interview
INATHAMT	Athletic scholarships 2011-12	Financial aid: Institution	NPSAS:12 Student Records
INCGRP	Income group 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
INCOME	Total income by dependency (categorical) 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
INCSPS14	Independent students: spouse's income 2013-14	Finances: Income	FAFSA:14, BPS:12/14 Interview
INDEPINC	Independent students: student and spouse's income 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
INDINC14	Independent students: student and spouse's income 2013-14	Finances: Income	FAFSA:14, BPS:12/14 Interview
INGRTAMT	Institutional grants total 2011-12	Financial aid: Institution	NPSAS:12 Student Records
INJURIS	Tuition jurisdiction 2011-12	Institution expenses	NPSAS:12 Interview, NPSAS:12 Student Records
INLNAMT	Institutional loans 2011-12	Financial aid: Institution	NPSAS:12 Student Records
INSMERIT	Institutional merit-only grants 2011-12	Financial aid: Institution	NPSAS:12 Student Records
INSTAMT	Institutional aid total 2011-12	Financial aid: Institution	NPSAS:12 Student Records, NPSAS:12 Interview
INSTCAT	Institutional category 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
INSTCAT2	Institutional category and control 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11
INSTGPC	Ratio of institutional grants to total aid 2011-12	Financial aid: Ratios	NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records
INSTNEED	Institutional need-based grants 2011-12	Financial aid: Institution	NPSAS:12 Student Records
INSTNOND	Institutional non-need & merit grants 2011-12	Financial aid: Institution	NPSAS:12 Student Records
INSTPACK	Aid package with institutional aids 2011-12	Financial aid: Package	NPSAS:12 Student Records, NSLDS:12
INSTPCT	Ratio of institution aid to total aid 2011-12	Financial aid: Ratios	NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records
INSTSTAT	Location of first institution: state 2011-12	Institution characteristics	IPEDS:09, IPEDS:10
INSTWRK	Institutional work-study 2011-12	Financial aid: Institution	NPSAS:12 Student Records, NPSAS:12 Interview
INSWAIV	Institutional tuition & fee waivers 2011-12	Financial aid: Institution	NPSAS:12 Student Records
ISTUINC	Independent students: income (continuous) 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
ISTUINC14	Independent students: income 2013-14	Finances: Income	FAFSA:14, BPS:12/14 Interview
IT2YFP3Y	Ever attended 2-year for-profit institution 2014	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
IT2YPU3Y	Ever attended 2-year public institution 2014	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
IT4Y3Y	Ever attended 4-year institution 2014	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
IT4YFP3Y	Ever attended 4-year for-profit institution 2014	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
IT4YPN3Y	Ever attended 4-year private nfp institution 2014	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
IT4YPU3Y	Ever attended 4-year public institution 2014	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
ITFP3Y	Ever attended for-profit institution 2014	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
ITL2FP3Y	Ever attended less than 2-year for-profit institution 2014	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
ITTYLA3Y	Institution type last attended through June 2014	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
JBEN14	Job 2014: eligible for life, health, and retirement	Employment: Benefits	BPS:12/14 Interview
JBEN14A	Job 2014: eligible for life insurance	Employment: Benefits	BPS:12/14 Interview
JBEN14B	Job 2014: eligible for health insurance	Employment: Benefits	BPS:12/14 Interview
JBEN14C	Job 2014: eligible for retirement benefits	Employment: Benefits	BPS:12/14 Interview
JOBEARN2	Earnings from all work while enrolled as of 2012	Employment	NPSAS:12 Interview
JOBFT12	Jobs while enrolled: work intensity 2011-12	Employment: While enrolled	BPS:12/14 Interview
JOBFT13	Jobs while enrolled: work intensity 2012-13	Employment: While enrolled	BPS:12/14 Interview
JOBFT14	Jobs while enrolled: work intensity 2013-14	Employment: While enrolled	BPS:12/14 Interview
JOBHRS14	Job 2014: hours worked weekly	Employment: Year 3 Job	BPS:12/14 Interview
JOBLFP14	Labor force participation status in June 2014	Employment: Not working	BPS:12/14 Interview
JOBLIC14	Job 2014: has industry certification or license	Employment: Year 3 Job	BPS:12/14 Interview
JOBMNT3Y	Job 2014: number of months worked since beginning PSE	Employment: Year 3 Job	BPS:12/14 Interview
JOBOCC14	Job 2014: occupation	Employment: Year 3 Job	BPS:12/14 Interview
JOBRCLG14	Job 2014: related to college studies	Employment: Year 3 Job	BPS:12/14 Interview
JOBRLC14	Job 2014: job required industry certification or license	Employment: Year 3 Job	BPS:12/14 Interview
JOBRLFT14	Job 2014: related to intended future work	Employment: Year 3 Job	BPS:12/14 Interview
JOBROLE2	Jobs while enrolled: primary role as student or employee 2012	Employment: While enrolled	NPSAS:12 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
JOBSELF14	Job 2014: self employed	Employment: Year 3 Job	BPS:12/14 Interview
JOBST14	Job 2014: employment status	Employment: Year 3 Job	BPS:12/14 Interview
JOBTIM14	Job 2014: years worked in same or similar job	Employment: Year 3 Job	BPS:12/14 Interview
KNOWCLAS	Knew requirements needed to complete degree at first inst 2012	Education: Courses	NPSAS:12 Interview
KNOWCLAS14	Knew requirements needed to complete degree when last enrolled 2014	Education: Courses	BPS:12/14 Interview
LEISTIME	Job non-monetary benefits: importance of balancing work/leisure 2012	Employment: Values	NPSAS:12 Interview
LEVEL	Level of first institution 2011-12	Institution type	IPEDS:09, IPEDS:10, IPEDS:11
LKOCCATHD	Expected job: likelihood of holding job after highest attainment 2012	Employment: Future	NPSAS:12 Interview
LNREPAY	Expect help with repaying student loans 2011-12	Financial aid: Debt and repayment	NPSAS:12 Interview
LOANCST	Ratio of loans to student budget (excludes Direct PLUS to parents) 2011-12	Financial aid: Ratios	NPSAS: 12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS
LOANCST2	Ratio of loans to student budget (includes Direct PLUS to parents) 2011-12	Financial aid: Ratios	NPSAS: 12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS
LOANPCT	Ratio of loans to total aid (excluding Direct PLUS Loans to parents) 2011-12	Financial aid: Ratios	NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records
LOANPCT2	Ratio of loans to total aid (including Direct PLUS Loans to parents) 2011-12	Financial aid: Ratios	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
LOANSRC	Loan package by source of loan 2011-12	Financial aid: Package	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
LOCALE	Degree of urbanization 2011-12	Institution characteristics	IPEDS:09, IPEDS:10
LOCALEST	Degree of urbanization of student's permanent address 2011-12	Residence	NPSAS:12 Interview, NPSAS:12 Student Records
LOCALR14	Housing when last enrolled 2014	Residence	BPS:12/14 Interview, NSC
LOCALRES	Residence while enrolled 2011-12	Residence	NPSAS:12 Student Records, NPSAS:12 Interview, IPEDS:12
LOCJOB12	Jobs while enrolled: on or off campus 2011-12	Employment: While enrolled	BPS:12/14 Interview
LOCJOB13	Jobs while enrolled: on or off campus 2012-13	Employment: While enrolled	BPS:12/14 Interview
LOCJOB14	Jobs while enrolled: on or off campus 2013-14	Employment: While enrolled	BPS:12/14 Interview
LOCJOB3Y	Jobs while enrolled: ever on campus through June 2014	Employment: While enrolled	BPS:12/14 Interview
LOEXPWGE	Expected job: lowest annual salary expected 2012	Employment: Future	NPSAS:12 Interview
MAJ14	Field of study: last enrolled any degree 2014 (23 categories)	Education: Majors	BPS:12/14 Interview, NSC
MAJ2Y14	Field of study: last enrolled any degree 2014 (11 categories)	Education: Majors	BPS:12/14 Interview, NSC
MAJ2YAA14	Field of study: last enrolled in associate's 2014 (11 categories)	Education: Majors	BPS:12/14 Interview, NSC
MAJ2YCT14	Field of study: last enrolled in certificate 2014 (11 categories)	Education: Majors	BPS:12/14 Interview, NSC
MAJ4Y14	Field of study: last enrolled any degree 2014 (10 categories)	Education: Majors	BPS:12/14 Interview, NSC
MAJ4YBA14	Field of study: last enrolled in bachelor's 2014 (10 categories)	Education: Majors	BPS:12/14 Interview, NSC
MAJAA14	Field of study: last enrolled in associate's 2014 (23 categories)	Education: Majors	BPS:12/14 Interview, NSC
MAJBA14	Field of study: last enrolled in bachelor's 2014 (23 categories)	Education: Majors	BPS:12/14 Interview, NSC

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
MAJCHG14	Major changes: number anywhere through June 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NSC
MAJCHGAA14	Major changes (associate's): number anywhere through June 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NSC
MAJCHGBA14	Major changes (bachelor's): number anywhere through June 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NSC
MAJCHGFQ	Majors: frequency of formally changed 2011-12	Education: Majors	NPSAS:12 Interview
MAJCT14	Field of study: last enrolled in certificate 2014 (23 categories)	Education: Majors	BPS:12/14 Interview, NSC
MAJORCTE	Major field of study in career and technical education (CTE) field	Education: Majors	NPSAS:12 Interview, NPSAS:12 Student Records, NSC
MAJORNFS	Major field of study with a focus on NSF STEM fields 2011-12	Education: Majors	NPSAS:12 Interview, NPSAS:12 Student Records, NSC
MAJORS	Field of study or major (detailed)	Education: Majors	NPSAS:12 Interview, NPSAS:12 Student Records, NSC
MAJORS23	Field of study: undergraduate (23 categories) 2011-12	Education: Majors	NPSAS:12 Interview, NPSAS:12 Student Records, NSC
MAJORS2Y	Field of study: undergraduate (11 categories) 2011-12	Education: Majors	NPSAS:12 Interview, NPSAS:12 Student Records, NSC
MAJORS4Y	Field of study: undergraduate (10 categories) 2011-12	Education: Majors	NPSAS:12 Interview, NPSAS:12 Student Records, NSC
MENTH	Health: mental 2012	Characteristics: Disability/Health	NPSAS:12 Interview
MENTH14	Health: mental 2014	Characteristics: Disability/Health	BPS:12/14 Interview
MENTHDIF	Health: mental from 2012 to 2014	Characteristics: Disability/Health	BPS:12/14 Interview, NPSAS:12 Interview
MERITAIID	Total merit-only grants 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview
MFT	First institution: months enrolled full time 2011-12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
MHT	First institution: months enrolled half time 2011-12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
MILTYP14	Military type 2014	Student's characteristics	BPS:12/14 Interview, FAFSA:14
MILTYPE	Military type 2012	Student's characteristics	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:14, BPS:12/14 Interview
MISSH	Health: amount missed school/work in past 30 days 2012	Characteristics: Disability/Health	NPSAS:12 Interview
MISSH14	Health: amount missed school/work in past 30 days 2014	Characteristics: Disability/Health	BPS:12/14 Interview
MJCHFI14	Major changes: number at first inst through June 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NSC
MJCHFIAA14	Major changes (associate's): number at first inst through June 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NSC
MJCHFIBA14	Major changes (bachelor's): number at first inst through June 2014	Education: Majors	BPS:12/14 Interview, NPSAS:12 Interview, NSC
MJNSF14	Major field of study with a focus on NSF STEM fields	Education: Majors	BPS:12/14 Interview, NSC
MLT	First institution: months enrolled less than half time 2011-12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
MLTJBNE12	Jobs while not enrolled: number of simultaneous jobs 2011-12	Employment: History	BPS:12/14 Interview
MLTJBNE13	Jobs while not enrolled: number of simultaneous jobs 2012-13	Employment: History	BPS:12/14 Interview
MLTJBNE14	Jobs while not enrolled: number of simultaneous jobs 2013-14	Employment: History	BPS:12/14 Interview
MNTJBNE12	Jobs while not enrolled: number of months worked 2011-12	Employment: History	BPS:12/14 Interview
MNTJBNE13	Jobs while not enrolled: number of months worked 2012-13	Employment: History	BPS:12/14 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
MNTJBNE14	Jobs while not enrolled: number of months worked 2013-14	Employment: History	BPS:12/14 Interview
MNTJOB12	Jobs while enrolled: number of months worked 2011-12	Employment: While enrolled	BPS:12/14 Interview
MNTJOB13	Jobs while enrolled: number of months worked 2012-13	Employment: While enrolled	BPS:12/14 Interview
MNTJOB14	Jobs while enrolled: number of months worked 2013-14	Employment: While enrolled	BPS:12/14 Interview
MNTRENT	Monthly mortgage or rent amount 2012	Finances	NPSAS:12 Interview
MPT	First institution: months enrolled part time 2011-12	Education: Attendance	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
MTGAMT14	Monthly mortgage or rent amount: 2014	Finances	BPS:12/14 Interview
MULTJOB12	Jobs while enrolled: number of simultaneous jobs 2011-12	Employment: While enrolled	BPS:12/14 Interview
MULTJOB13	Jobs while enrolled: number of simultaneous jobs 2012-13	Employment: While enrolled	BPS:12/14 Interview
MULTJOB14	Jobs while enrolled: number of simultaneous jobs 2013-14	Employment: While enrolled	BPS:12/14 Interview
NEEDAID	Total need-based grant aid 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
NETCST1	Student budget minus all aid 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview, FAFSA:12
NETCST10	Tuition and fees minus federal grants 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview
NETCST12	Tuition and fees minus state grants 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview
NETCST13	Tuition and fees minus institutional grants 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview
NETCST14	Tuition and fees minus all non-federal grants 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview
NETCST15	Tuition and fees minus state and institutional grants 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview
NETCST16	Student budget minus federal and state grants 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview
NETCST17	Student budget minus all grants and loans 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview
NETCST18	Student budget minus all aid except work-study 2011-12	Financial aid: Net price	NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12, NSLDS:12, IPEDS
NETCST2	Student budget minus federal grants 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview
NETCST20	Student budget minus all grants & loans (incl Direct PLUS to parents) 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NPSAS:12 Interview, NSLDS:12
NETCST3	Student budget minus all grants 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NPSAS:12 Interview, NSLDS:12
NETCST4	Student budget minus grants and half of loans 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NSLDS:12, NPSAS:12 Interview
NETCST41	Student budget minus all aid except private loans 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NPSAS:12 Interview, NSLDS:12

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
NETCST9	Tuition and fees minus all grants 2011-12	Financial aid: Net price	NPSAS:12 Student Records, IPEDS, NPSAS:12 Interview, NSLDS:12
NUMAA3Y	Associate's degree: number pursued through June 2014	Education: Program	BPS:12/14 Interview, NPSAS:12 Interview, NSC
NUMAFI3Y	Associate's degree: number pursued at first institution through June 2014	Education: Program	BPS:12/14 Interview, NPSAS:12 Interview, NSC
NUMBA3Y	Bachelor's degree: number pursued through June 2014	Education: Program	BPS:12/14 Interview, NPSAS:12 Interview, NSC
NUMBAFI3Y	Bachelor's degree: number pursued at first institution through June 2014	Education: Program	BPS:12/14 Interview, NPSAS:12 Interview, NSC
NUMCT3Y	Certificate: number pursued through June 2014	Education: Program	BPS:12/14 Interview, NPSAS:12 Interview, NSC
NUMCTFI3Y	Certificate: number pursued at first institution through June 2014	Education: Program	BPS:12/14 Interview, NPSAS:12 Interview, NSC
NUMJBNE12	Jobs while not enrolled: number of jobs 2011-12	Employment: History	BPS:12/14 Interview
NUMJBNE13	Jobs while not enrolled: number of jobs 2012-13	Employment: History	BPS:12/14 Interview
NUMJBNE14	Jobs while not enrolled: number of jobs 2013-14	Employment: History	BPS:12/14 Interview
NUMJOB12	Jobs while enrolled: number of jobs 2011-12	Employment: While enrolled	BPS:12/14 Interview
NUMJOB13	Jobs while enrolled: number of jobs 2012-13	Employment: While enrolled	BPS:12/14 Interview
NUMJOB14	Jobs while enrolled: number of jobs 2013-14	Employment: While enrolled	BPS:12/14 Interview
OBereg	Region of first institution 2011-12	Institution characteristics	IPEDS:11
OPCJOBANY	Opportunity cost: work if had not attended college	Employment: Foregone wages	NPSAS:12 Interview
OPCJOBearn	Opportunity cost: annual earnings if had not attended college	Employment: Foregone wages	NPSAS:12 Interview
OPCJOBHR	Opportunity cost: hours worked per week if had not attended college	Employment: Foregone wages	NPSAS:12 Interview
OPCNUMJOB	Opportunity cost: number of jobs if had not attended college	Employment: Foregone wages	NPSAS:12 Interview
ORGMAJ14	Original declared field of study at first degree program (23 categories)	Education: Majors	NPSAS:12 Interview, BPS:12/14 Interview, NSC
ORGMAJ2Y	Original declared field of study at first degree program (11 categories)	Education: Majors	NPSAS:12 Interview, BPS:12/14 Interview, NSC
ORGMAJ4Y	Original declared field of study at first degree program (10 categories)	Education: Majors	NPSAS:12 Interview, BPS:12/14 Interview, NSC
ORPHAN	Orphan, ward of court, emancipated minor, or in legal guardianship	Student's characteristics	FAFSA:12, NPSAS:12 Interview, FAFSA:14, BPS:12/14 Interview
ORPHHOME	Orphan or homeless	Student's characteristics	FAFSA:12, NPSAS:12 Interview
OTHFDGRT	Other federal grants (not Title IV) 2011-12	Financial aid: Federal grants	NPSAS:12 Student Records
OTHGTAMT	Outside grants (private & employer) 2011-12	Financial aid: Grants	NPSAS:12 Student Records, NPSAS:12 Interview
OTHGTAMT14	Outside grants (private & employer): amount received 2013-14	Financial aid: Grants	BPS:12/14 Interview, NSC, IPEDS:09, IPEDS:10, IPEDS:11
OTHRSCR	Outside sources total 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
OTHTYPE	Total other type of aid (Direct PLUS, job training, VA) 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12, FAFSA:12
PAGI	Dependent students: parents adjusted gross income 2011-12	Finances: Income	FAFSA:12
PARAMT14	Help from parents: total amount received 2013-14	Finances: Support	BPS:12/14 Interview
PARBORN	Parent born in US, PR, or US Territory	Student's characteristics	NPSAS:12 Interview
PAREduc	Parents' highest education level	Parents and family	NPSAS:12 Interview, FAFSA:12, BPS:12/14 Interview
PARHELP	Help from parents: housing, tuition, and other expenses 2011-12	Finances: Support	NPSAS:12 Interview
PARHPAMT	Help from parents: amount parents helped pay for expenses in 2011-12	Finances: Support	NPSAS:12 Interview
PARSUPP	Supportive of PSE: parents 2011-12	Socioemotional support	NPSAS:12 Interview
PARSUPP14	Supportive of PSE: parents 2013-14	Socioemotional support	BPS:12/14 Interview
PCTALL	Income percentile rank for all students 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
PCTDEP	Income percentile dependent students 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
PCTENR2M	Percent enrolled: two or more races 2012	Institution characteristics	IPEDS:10
PCTENRAN	Percent enrolled: American Indian/Alaskan Native 2011-12	Institution characteristics	IPEDS:10
PCTENRAP	Percent enrolled: Asian/Pacific Islander 2011-12	Institution characteristics	IPEDS:10
PCTENRAS	Percent enrolled: Asian 2011-12	Institution characteristics	IPEDS:10
PCTENRBK	Percent enrolled: black, non-Hispanic 2011-12	Institution characteristics	IPEDS:10
PCTENRHS	Percent enrolled: Hispanic 2011-12	Institution characteristics	IPEDS:10
PCTENRNH	Percent enrolled: Native Hawaiian or Other Pacific Islander 2011-12	Institution characteristics	IPEDS:10
PCTENRNR	Percent enrolled: Nonresident alien 2011-12	Institution characteristics	IPEDS:10
PCTENRUN	Percent enrolled: Race/ethnicity unknown 2011-12	Institution characteristics	IPEDS:10
PCTENRWH	Percent enrolled: white 2011-12	Institution characteristics	IPEDS:10
PCTINDEP	Income percentile independent students 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
PCTPOV	Income percent of poverty level 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records
PDADDED	Father's highest education level	Parents and family	NPSAS:12 Interview, FAFSA:12, BPS:12/14 Interview, FAFSA:14
PEERINT	Engagement: interactions with other students 2012	Education: Experiences	NPSAS:12 Interview
PEERINT14	Engagement: interactions with other students 2014	Education: Experiences	BPS:12/14 Interview
PELFRSTY	Federal Pell Grant: first academic year received through 2014	Financial aid: Federal grants	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
PELL12	Federal Pell Grant: amount received 2011-12	Financial aid: Federal grants	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
PELL13	Federal Pell Grant: amount received 2012-13	Financial aid: Federal grants	NSLDS:14
PELL14	Federal Pell Grant: amount received 2013-14	Financial aid: Federal grants	NSLDS:14
PELLCST	Ratio of Pell grant to student budget 2011-12	Financial aid: Ratios	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, IPEDS
PELLCU14	Federal Pell Grant: cumulative amount received through 2014	Financial aid: Federal grants	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
PELLDEP	Pell grant and dependency 2011-12	Financial aid: Federal grants	NSLDS:14, NSLDS:12, NPSAS:12 Student Records, FAFSA:12, NPSAS:12 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
PELLPACK	Aid package with Pell grants 2011-12	Financial aid: Package	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
PELLRAT1	Ratio of Pell grant to total aid 2011-12	Financial aid: Ratios	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
PELLRAT2	Ratio of Pell grant to total grants 2011-12	Financial aid: Ratios	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
PELLST14	Federal Pell Grant: last academic year received through 2014	Financial aid: Federal grants	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
PELYRS14	Federal Pell Grant: number of years received through 2014	Financial aid: Federal grants	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
PERCUM14	Federal Perkins loan: cumulative amount borrowed through 2014	Financial aid: Perkins	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
PERKAMT	Perkins loan 2011-12	Financial aid: Perkins	NPSAS:12 Student Records, NSLDS:12
PFAMNM14	Dependent students: family size 2013-14	Parents and family	FAFSA:14, BPS:12/14 Interview, NPSAS:12 Interview
PFAMNUM	Dependent students: family size 2012	Parents and family	FAFSA:12, NPSAS:12 Interview
PHYSH	Health: physical 2012	Characteristics: Disability/Health	BPS:12/14 Interview, NPSAS:12 Interview
PHYSH14	Health: physical 2014	Characteristics: Disability/Health	NPSAS:12 Interview
PHYSHDIF	Health: physical from 2012 to 2014	Characteristics: Disability/Health	BPS:12/14 Interview
PINCOL	Dependent students: number of family members in college 2011-12	Parents and family	FAFSA:12, NPSAS:12 Interview
PINCOL14	Dependent students: number family members in college 2013-14	Parents and family	FAFSA:14, BPS:12/14 Interview, NPSAS:12 Interview
PLFIRSTL	Direct PLUS Loans to parents: first class level borrowed	Financial aid: PLUS	NSLDS:14
PLFIRSTY	Direct PLUS Loans to parents: first academic year borrowed	Financial aid: PLUS	NSLDS:14
PLFYRS14	Direct PLUS Loans to parents: number of years borrowed through 2014	Financial aid: PLUS	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
PLLSTL14	Direct PLUS Loans to parents: last class level borrowed through 2014	Financial aid: PLUS	NSLDS:14, FAFSA:14, BPS:12/14 Interview, and NSC
PLLSTY14	Direct PLUS Loans to parents: last academic year borrowed through 2014	Financial aid: PLUS	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
PLNST14	Loan repayment status: private student loan 2014	Financial aid: Debt and repayment	BPS:12/14 Interview, NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:14, NSLDS:12
PLUCUM14	Direct PLUS Loans to parents: amount borrowed through 2014	Financial aid: PLUS	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
PLUS12	Direct PLUS Loans to parents: amount borrowed 2011-12	Financial aid: PLUS	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
PLUS13	Direct PLUS Loans to parents: amount borrowed 2012-13	Financial aid: PLUS	NSLDS:14
PLUS14	Direct PLUS Loans to parents: amount borrowed 2013-14	Financial aid: PLUS	NSLDS:14
PLUSPCT	Ratio of Direct PLUS Loans to parents to total aid 2011-12	Financial aid: Ratios	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
PMARIT14	Parents' marital status 2014	Parents and family	BPS:12/14 Interview, FAFSA:14
PMARITAL	Dependent students: parents' marital status 2012	Parents and family	NPSAS:12 Interview, FAFSA:12
PMOMED	Mother's highest education level	Parents and family	NPSAS:12 Interview, FAFSA:12, BPS:12/14 Interview, FAFSA:14

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
POCCMN	PSE Delayers: number of years employed at job held prior to 2011-12	Employment: Pre-Postsecondary	NPSAS:12 Interview
PRAT3Y	Persistence anywhere through June 2014	Education: Persistence	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PRATY1	Attainment and enrollment during 2011-12	Education: Attainment	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PRATY2	Attainment and enrollment during 2012-13	Education: Attainment	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PRATY3	Attainment and enrollment during 2013-14	Education: Attainment	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PRECONF	Academic confidence: prior to attending school 2011-12	Education: Experiences	NPSAS:12 Interview
PRICUM14	Private (alternative) loans: cumulative amount borrowed through 2014	Financial aid: Private loans	BPS:12/14 Interview, NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:14, NSLDS:12
PRIMLANG	English primary language spoken 2012	Student's characteristics	NPSAS:12 Interview
PRIMLGFAQ	Frequency of speaking non-English language with primary caregiver 2012	Student's characteristics	NPSAS:12 Interview
PRIVAIID	Private source grants: amount received in 2011-12	Financial aid: Grants	NPSAS:12 Student Records, NPSAS:12 Interview
PRIVAIID14	Private source grants: amount received in 2013-14	Financial aid: Grants	BPS:12/14 Interview, NSC, IPEDS:09, IPEDS:10, IPEDS:11
PRIVAMT	Total private sources grants and loans 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview, IPEDS:09, IPEDS:10, IPEDS:11
PRIVLN12	Private (alternative) loans: amount borrowed 2011-12	Financial aid: Private loans	NPSAS:12 Student Records, NPSAS:12 Interview, IPEDS:09, IPEDS:10, IPEDS:11
PRIVLOAN	Private (alternative) loans 2011-12	Financial aid: Private loans	NPSAS:12 Student Records, NPSAS:12 Interview
PRIVLRAT	Ratio of private loans to total loans 2011-12	Financial aid: Ratios	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
PRIVPCT	Ratio of private loans to total aid 2011-12	Financial aid: Ratios	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
PRJBAMT	PSE Delayers: estimated annual earnings at job held prior to 2011-12	Employment: Pre-Postsecondary	NPSAS:12 Interview
PRLVL3Y	Attainment or level of last institution enrolled through June 2014	Education: Attainment	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PROUT1	Cumulative persistence and attainment anywhere through 2011-12	Education: Persistence	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PROUT2	Cumulative persistence and attainment anywhere through 2012-13	Education: Persistence	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PROUT3	Cumulative persistence and attainment anywhere through 2013-14	Education: Persistence	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PROUTF1	Cumulative retention and attainment at first institution through 2011-12	Education: Persistence	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PROUTF2	Cumulative retention and attainment at first institution through 2012-13	Education: Persistence	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
PROUTF3	Cumulative retention and attainment at first institution through 2013-14	Education: Persistence	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PROUTF3Y	Retention at the first institution through June 2014	Education: Persistence	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
PRRPY14	Loan repayment (private): monthly payment amount 2014	Financial aid: Debt and repayment	BPS:12/14 Interview, NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:14, NSLDS:12
PRVHRSWK	PSE Delayers: hours worked per week at job held prior to 2011-12	Employment: Pre-Postsecondary	NPSAS:12 Interview
PRVJOB	PSE Delayers: jobs for pay prior to 2011-12	Employment: Pre-Postsecondary	NPSAS:12 Interview
PRVMTHWK	PSE Delayers: months worked in year prior to 2011-12	Employment: Pre-Postsecondary	NPSAS:12 Interview
PRVOCC	PSE Delayers: occupation held prior to 2011-12	Employment: Pre-Postsecondary	NPSAS:12 Interview
RAASIAN	Race: Asian	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records
RABLACK	Race: Black or African American	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records
RACE	Race/ethnicity (with multiple)	Student's characteristics	NPSAS:12 Interview, FAFSA:12, NPSAS:12 Student Records, BPS:12/14 Interview
RACE2	Race/ethnicity (with separate multiple and foreign student categories)	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12
RACECEN	Race/ethnicity census categories	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview
RACESEX	Race/ethnicity (with multiple) and gender	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12, BPS:12/14 Interview
RAINDIAN	Race: American Indian or Alaska Native	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview
RAINDTRB	Race: American Indian or Alaska Native recognized tribe	Student's characteristics	NPSAS:12 Interview
RAISLAND	Race: Native Hawaiian or other Pacific Islander	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview
RAWHITE	Race: White	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview
RCNTGRAD	Recent (2011) high school graduate	High school	NPSAS:12 Interview, NPSAS:12 Student Records, BPS:12/14 Interview
REANOAPA	Reason for not applying for aid: did not want to take on debt 2011-12	Financial aid: Application	NPSAS:12 Interview
REANOAPB	Reason for not applying for aid: forms were too much work 2011-12	Financial aid: Application	NPSAS:12 Interview
REANOAPC	Reason for not applying for aid: no info about how to apply 2011-12	Financial aid: Application	NPSAS:12 Interview
REANOAPD	Reason for not applying for aid: no need 2011-12	Financial aid: Application	NPSAS:12 Interview
REANOAPE	Reason for not applying for aid: thought ineligible 2011-12	Financial aid: Application	NPSAS:12 Interview
REANOAPF	Reason for not applying for aid: other 2011-12	Financial aid: Application	NPSAS:12 Interview
REMENGL	Remedial courses: number taken in English in 2011-12	Education: Courses	NPSAS:12 Interview
REMETOOK	Remedial courses: took in 2011-12	Education: Courses	NPSAS:12 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
REMEV3Y	Remedial courses: ever taken through 2013-14	Education: Courses	NPSAS:12 Interview, BPS:12/14 Interview
REMMATH	Remedial courses: number taken in math in 2011-12	Education: Courses	NPSAS:12 Interview
REMREAD	Remedial courses: number taken in reading in 2011-12	Education: Courses	NPSAS:12 Interview
REMSTAT	Remedial courses: year taken and subjects taken in 2011-12	Education: Courses	NPSAS:12 Interview
REMWWRITE	Remedial courses: number taken in writing in 2011-12	Education: Courses	NPSAS:12 Interview
REPLN14	Loan repayment (federal): plan type 2014	Financial aid: Debt and repayment	NSLDS:14
RISKIND2	Index of risk and nontraditional students, modified 2012	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12, NSLDS
RISKINDX	Index of risk and nontraditional students 2012	Student's characteristics	NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12, NSLDS
RPYAMT14	Loan repayment (federal and private): monthly payment amount 2014	Financial aid: Debt and repayment	BPS:12/14 Interview, NSLDS:14
RPYSL14	Loan repayment status: federal and private student loan 2014	Financial aid: Debt and repayment	BPS:12/14 Interview, NSLDS:14
SAGI	Independent students: adjusted gross income 2012	Finances: Income	FAFSA:12
SALARY14	Job 2014: annual salary 2014	Employment: Year 3 Job	BPS:12/14 Interview
SALOLD14	Job 2014: salary comparable to BPS:04/06	Employment: Year 3 Job	BPS:12/14 Interview
SAMEJOB	PSE Delayers: same or similar job while enrolled 2011-12	Employment: Pre-Postsecondary	NPSAS:12 Interview
SAMESTAT	Attend institution in state of legal residence 2011-12	Residence	FAFSA:12, NPSAS:12 Student Records, NPSAS:12 Interview, IPEDS:09-10
SECTOR10	Sector of first institution - 10 categories 2011-12	Institution type	IPEDS:11, NPSAS:12 Interview, BPS:12/14 Interview
SEEND3Y	Enrollment spell (first): date ended through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
SEINT3Y	Enrollment spell (first): intensity through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
SELECT3Y	Selectivity of last institution enrolled through June 2014	Institution characteristics	IPEDS:11, IPEDS:12, IPEDS:13
SELECTV2	Selectivity of first institution (4-year institutions) 2011-12	Institution characteristics	IPEDS:09, IPEDS:10, IPEDS:11
SELFEMP14	All jobs: ever self-employed through June 2014	Employment: History	BPS:12/14 Interview
SEMEN3Y	Enrollment spell (first): months enrolled through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
SENUM3Y	Enrollment spells: number through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
SEOGAMT	Federal Supplemental Educational Opportunity Grant (SEOG) 2011-12	Financial aid: Federal grants	NPSAS:12 Student Records
SEROLE14	Jobs while enrolled: primarily student or employee 2014	Employment: While enrolled	BPS:12/14 Interview
SFAMNM14	Independent students: family size 2013-14	Student's family	FAFSA:14, BPS:12/14 Interview
SFAMNUM	Independent students: family size 2012	Student's family	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records
SIBCOLFT	Sibling attended college first 2011-12	Parents and family	NPSAS:12 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
SIBINCOL	Dependent students: have siblings in college 2011-12	Parents and family	NPSAS:12 Interview, FAFSA:12
SIEND3Y	Institution spell (first): date ended through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
SIINT3Y	Institution spell (first): intensity through June 2014	Education: Attendance	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
SINCOL	Independent students: number of family members in college 2011-12	Student's family	FAFSA:12, NPSAS:12 Interview
SINCOL14	Independent students: number of family members in college 2013-14	Student's family	BPS:12/14 Interview
SINGLPAR	Single parent independent students 2012	Student's family	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records
SMAR14	Student's marital status 2014	Student's characteristics	BPS:12/14 Interview, FAFSA:14, NPSAS:12 Interview
SMARITAL	Marital status 2012	Student's characteristics	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:14, BPS:12/14 Interview
SNEED1	Student budget minus EFC 2011-12	Financial aid: Need	NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview
SNEED2	Student budget minus EFC minus total aid 2011-12	Financial aid: Need	NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview
SNEED3	Student budget minus EFC minus federal grants 2011-12	Financial aid: Need	NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview
SNEED4	Student budget minus EFC minus grants and federal need aid 2011-12	Financial aid: Need	NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview
SNEED5	Student budget minus EFC minus all grants 2011-12	Financial aid: Need	NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview
SNEED7	Student budget minus EFC, federal and state grants 2011-12	Financial aid: Need	NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview
SNEED8	Student budget minus EFC & federal, state, and other grants 2011-12	Financial aid: Need	NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview
SNEED9	Student budget minus EFC & all aid except private loans 2011-12	Financial aid: Need	NPSAS:12 Student Records, NSLDS:12, IPEDS, FAFSA:12, NPSAS:12 Interview
SOCSATIS	Engagement: satisfaction with social experience at first inst 2012	Education: Experiences	NPSAS:12 Interview
SOCSATIS14	Engagement: satisfaction with social experience at first inst 2014	Education: Experiences	BPS:12/14 Interview
SPINCOL	Independent students: spouse attending college 2011-12	Student's family	NPSAS:12 Interview, FAFSA:12
SPNM13	Not married to spouse in 2013	Student's characteristics	BPS:12/14 Interview
SPPSUPP	Supportive of PSE: spouse 2011-12	Socioemotional support	NPSAS:12 Interview
SPPSUPP14	Supportive of PSE: spouse 2013-14	Socioemotional support	BPS:12/14 Interview
SPSED14	Spouse's highest education level 2014	Student's family	BPS:12/14 Interview
SPSINC	Independent students: spouse's income 2012	Finances: Income	FAFSA:12, NPSAS:12 Interview
STAFCT1	Direct Subsidized Loan maximum 2011-12	Financial aid: Direct Loans	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
STAFCT2	Direct Subsidized and Unsubsidized Loan total maximum 2011-12	Financial aid: Direct Loans	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview, FAFSA:12
STAFTYPE	Direct Subsidized and Unsubsidized Loan types received 2011-12	Financial aid: Direct Loans	NSLDS:12

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
STAPCT	Ratio of state aid to total aid	Financial aid: Ratios	NPSAS:12 Student Records, NSLDS:12
STATEAMT	State aid total 2011-12	Financial aid: State	NPSAS:12 Student Records, NPSAS:12 Interview
STATNEED	State need-based grants 2011-12	Financial aid: State	NPSAS:12 Student Records
STATNOND	State non-need & merit grants 2011-12	Financial aid: State	NPSAS:12 Student Records
STDT3Y	Stopout (first): date began anywhere through June 2014	Education: Stopout	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
STDTFI3Y	Stopout (first): date began at first institution through June 2014	Education: Stopout	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
STDYABR	Ever studied abroad while attending first inst through June 2014	Education: Attendance	BPS:12/14 Interview
STEMMAJ	Major field of study with a focus on STEM fields 2011-12	Education: Majors	NPSAS:12 Interview, NPSAS:12 Student Records, NSC
STFCUM14	Direct Sub. and Unsub. Loans: cumulative amt borrowed through 2014	Financial aid: Direct Loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
STFIRSTL	Direct Subsidized and Unsubsidized Loans: first class level borrowed	Financial aid: Direct Loans	NSLDS:14, FAFSA:14, BPS:12/14 Interview, and NSC
STFIRSTY	Direct Subsidized and Unsubsidized Loans: first academic year borrowed	Financial aid: Direct Loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
STFY12	Direct Subsidized and Unsubsidized Loans: total borrowed 2011-12	Financial aid: Direct Loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
STFY13	Direct Subsidized and Unsubsidized Loans: total borrowed 2012-13	Financial aid: Direct Loans	NSLDS:14
STFY14	Direct Subsidized and Unsubsidized Loans: total borrowed 2013-14	Financial aid: Direct Loans	NSLDS:14
STFYRS14	Direct Sub. or Unsub. Loans: number years received through 2014	Financial aid: Direct Loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
STGRPCT	Ratio of state grants to total aid 2011-12	Financial aid: Ratios	NSLDS:12, NPSAS:12 Student Records, NPSAS:12 Interview
STGTAMT	State grants total 2011-12	Financial aid: State	NPSAS:12 Student Records
STLNAMT	State loans 2011-12	Financial aid: State	NPSAS:12 Student Records
STLSTL14	Direct Sub. or Unsub. Loans: last class level borrowed 2014	Financial aid: Direct Loans	NSLDS:14, FAFSA:14, NSC, NSLDS:12, NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12
STLSTY14	Direct Sub. or Unsub. Loans: last academic yr borrowed 2014	Financial aid: Direct Loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
STMERIT	State merit-only grants 2011-12	Financial aid: State	NPSAS:12 Student Records
STMN3Y	Stopout (first): number of months 2014	Education: Stopout	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
STNOND1	State non-need grants 2011-12	Financial aid: State	NPSAS:12 Student Records
STNUFI3Y	Stopouts: number at first institution through June 2014	Education: Stopout	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
STNUM3Y	Stopouts: number anywhere through June 2014	Education: Stopout	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
STSCUM14	Direct Subsidized Loans: cumulative amount borrowed through 2014	Financial aid: Direct Loans	NSLDS:12, NPSAS:12 Student Records
STSTA1	Stopouts: status: anywhere during 2011-12	Education: Stopout	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
STSTA2	Stopouts: status anywhere during 2012-13	Education: Stopout	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
STSTA3	Stopouts: status anywhere during 2013-14	Education: Stopout	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
STSUB12	Direct Subsidized Loans: total borrowed 2011-12	Financial aid: Direct Loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
STSUB13	Direct Subsidized Loans: total borrowed 2012-13	Financial aid: Direct Loans	NSLDS:14
STSUB14	Direct Subsidized Loans: total borrowed 2013-14	Financial aid: Direct Loans	NSLDS:14
STUCUM14	Direct Unsubsidized Loans: cumulative amount borrowed through 2014	Financial aid: Direct Loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
STUDMULT	Number of institutions attended 2011-12	Education: Attendance	NPSAS:12 Interview, NSLDS:12, NSC
STUNS12	Direct Unsubsidized Loans: amount borrowed 2011-12	Financial aid: Direct Loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
STUNS13	Direct Unsubsidized Loans: amount borrowed 2012-13	Financial aid: Direct Loans	NSLDS:14
STUNS14	Direct Unsubsidized Loans: amount borrowed 2013-14	Financial aid: Direct Loans	NSLDS:14
STUSTATE	State of legal residence 2011-12	Residence	FAFSA:12, NPSAS:12 Student Records, NPSAS:12 Interview
STWKAMT	State work-study 2011-12	Financial aid: State	NPSAS:12 Student Records
STYB3Y	Stopout (first): academic year began anywhere through June 2014	Education: Stopout	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
STYBF13Y	Stopout (first): academic year began at first inst through June 2014	Education: Stopout	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
SUBCUM14	Direct Sub. and Perkins Loans: cumulative amount borrowed thru 2014	Financial aid: Borrowed cumulative	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
SUBLOAN	Federal subsidized loans (Direct Subsidized & Perkins) 2011-12	Financial aid: Federal loans	NPSAS:12 Student Records, NSLDS:12
T4LNAMT1	Title IV loans (excludes Direct PLUS Loans to parents) 2011-12	Financial aid: Federal loans	NSLDS:12, NPSAS:12 Student Records
T4LNAMT2	Title IV loans (includes Direct PLUS Loans to parents) 2011-12	Financial aid: Federal loans	NSLDS:12, NPSAS:12 Student Records
T4TCUM14	Title IV loans (inc. Parent PLUS loans): cumulative borrowed thru 2014	Financial aid: Borrowed cumulative	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
T4TDUE14	Title IV loans (inc Parent PLUS): cumulative total amount owed in 2014	Financial aid: Borrowed cumulative	NSLDS:14
T4TLN12	Title IV loans (includes Parent PLUS): amount borrowed 2011-12	Financial aid: Federal loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
T4TLN13	Title IV loans (includes Parent PLUS): amount borrowed 2012-13	Financial aid: Federal loans	NSLDS:14
T4TLN14	Title IV loans (includes Parent PLUS): amount borrowed 2013-14	Financial aid: Federal loans	NSLDS:14
T4XCUM14	Title IV loans (excl Parent PLUS): cumulative amount borrowed thru 2014	Financial aid: Federal loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
T4XDUE14	Title IV loans (excl Parent PLUS): amount owed in interest and principal as of 2014	Financial aid: Federal loans	NSLDS:14
T4XINT14	Title IV loans (excl Parent PLUS): amount owed in interest as of 2014	Financial aid: Federal loans	NSLDS:14
T4XLN12	Title IV loans (excludes Parent PLUS): amount borrowed 2011-12	Financial aid: Federal loans	NSLDS:14, NSLDS:12, NPSAS:12 Student Records
T4XLN13	Title IV loans (excludes Parent PLUS): amount borrowed 2012-13	Financial aid: Federal loans	NSLDS:14
T4XLN14	Title IV loans (excludes Parent PLUS): amount borrowed 2013-14	Financial aid: Federal loans	NSLDS:14

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
T4XOWE14	Title IV loans (excl Parent PLUS): amount owed in principal as of 2014	Financial aid: Federal loans	NSLDS:14
TEACTDER	ACT derived composite score	High school	College Board, ACT, NPSAS:12 Interview
TESATDER	SAT derived composite score	High school	ACT, College Board, NPSAS:12 Interview
TESATMDE	SAT derived math score	High school	College Board, ACT, NPSAS:12 Interview
TESATVDE	SAT derived verbal score	High school	College Board, ACT, NPSAS:12 Interview
TETOOK	Took SAT or ACT exams	High school	ACT, College Board, NPSAS:12 Interview
TFATT3Y	Transfer after attainment through 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFDEG3Y	Transfer (first): degree program 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFDTDI3Y	Transfer (first): date began at destination institution 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFDTOI3Y	Transfer (first): date left origin institution 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFEDAID	Total federal aid (excludes Veterans'/DOD) 2011-12	Financial aid: Federal	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TFEDAID2	Total federal aid (includes Veterans'/DOD) 2011-12	Financial aid: Federal	NSLDS:12, NPSAS:12 Student Records, NPSAS:12 Interview, FAFSA:12
TFEDAID6	Total federal aid (excludes Direct PLUS to parents and Veterans'/DOD) 2011-12	Financial aid: Federal	NPSAS:12 Student Records, NSLDS:12
TFEDGRT	Total federal grants 2011-12	Financial aid: Federal grants	NPSAS:12 Student Records, NSLDS:12
TFEDGRT2	Total federal grants and Veterans'/DOD 2011-12	Financial aid: Federal	NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records
TFEDLN	Total federal loans (excludes Direct PLUS Loans to parents) 2011-12	Financial aid: Federal loans	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TFEDLN2	Total federal loans (includes Direct PLUS Loans to parents) 2011-12	Financial aid: Federal loans	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TFEDWRK	Federal work-study 2011-12	Financial aid: Federal	NPSAS:12 Student Records, NPSAS:12 Interview
TFIFTY3Y	Transfer (first): destination institution type 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14, & IPEDS:11
TFILTY3Y	Transfer (last): destination institution type 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14, & IPEDS:11
TFINCT3Y	Transfer direction (first): institution control 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14, & IPEDS:11
TFINLV3Y	Transfer direction (first): institution level 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14, & IPEDS:11
TFINOI3Y	Transfer (first): intensity pattern before transfer 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFMN2I3Y	Transfer (first): months between institutions 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
TFMNDI3Y	Transfer (first): months elapsed before destination institution 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFMNFT3Y	Transfer (first): full-time months before destination as of 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFMNOI3Y	Transfer (first): months elapsed at origin institution 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFMNPT3Y	Transfer (first): part-time months before destination as of 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFMNT3Y	Transfer (first): months enrolled before destination as of 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFNPATT	Ever attempt to transfer credits from first inst through June 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFNUM3Y	Transfer status through June 2014	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFTYPE1	Transfer status during 2011-12	Education: Transfer	NPSAS:12 Student Records, NPSAS:12 Interview, NSC, NSLDS:12, BPS:12/14 Interview
TFTYPE2	Transfer status during 2012-13	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFTYPE3	Transfer status during 2013-14	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFTYPE3Y	Transfer direction (first): type	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14, &IPEDS:11
TFYRDI3Y	Transfer (first): year began at destination institution	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TFYROI3Y	Transfer (first): year left origin institution	Education: Transfer	BPS:12/14 Interview, NSC, NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:14
TGRTLN	Total loans and grants 2011-12	Financial aid: Total	NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records
TITIVAMT	Total federal Title IV aid 2011-12	Financial aid: Federal	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TNFEDAID	Total non-federal aid 2011-12	Financial aid: Total	NPSAS:12 Interview, NSLDS:12, NPSAS:12 Student Records
TNFEDGRT	Total non-federal grants 2011-12	Financial aid: Total	NPSAS:12 Interview, NPSAS:12 Student Records
TNFEDLN	Total non-federal loans 2011-12	Financial aid: Total	NPSAS:12 Interview, NPSAS:12 Student Records
TOTAID	Total aid amount 2011-12	Financial aid: Total	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TOTAID2	Total federal (Title IV), state, & institutional aid 2011-12	Financial aid: Total	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TOTAID4	Total aid excluding Direct PLUS Loans to parents 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
TOTAID5	Total aid excluding work-study 2011-12	Financial aid: Total	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
TOTAID6	Total aid (excludes Direct PLUS Loans to parents and Veterans'/DOD) 2011-12	Financial aid: Total	NPSAS:12 Student Records
TOTAID7	Total aid (excludes Veterans'/DOD) 2011-12	Financial aid: Total	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TOTAID8	Total aid without private loans 2011-12	Financial aid: Total	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TOTGRT	Total grants 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
TOTGRT2	Total grants and Veterans'/DOD 2011-12	Financial aid: Total	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TOTGRT4	Total state and institutional grants 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview
TOTLOAN	Total loans (excluding Direct PLUS Loans to parents) 2011-12	Financial aid: Total	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TOTLOAN2	Total loans (including Direct PLUS Loans to parents) 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview, NSLDS:12
TOTLOAN3	Total loans excluding private loans 2011-12	Financial aid: Total	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
TOTNOND3	Institutional no-need and state no-need grants 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview
TOTWKST	Total work-study 2011-12	Financial aid: Total	NPSAS:12 Student Records, NPSAS:12 Interview
TRIO	TRIO program eligibility criteria 2011-12	Student's characteristics	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records
TRLNPAVT	Traveling from residence to first institution: minutes per day 2011-12	Residence	NPSAS:12 Interview
TRLNPAVT14	Traveling from residence to last school enrolled: minutes per day 2014	Residence	BPS:12/14 Interview
TRLNPDAY	Traveling between residence and first institution: days per week 2011-12	Residence	NPSAS:12 Interview
TRLNPDAY14	Traveling from residence to last school enrolled: days per week 2014	Residence	BPS:12/14 Interview
TRLWKAVT	Traveling from residence to work: average minutes per day 2011-12	Employment	NPSAS:12 Interview
TRLWKDAY	Traveling between residence and work: days per week 2011-12	Employment	NPSAS:12 Interview
TUITION2	Tuition and fees paid 2011-12	Institution expenses	NPSAS:12 Student Records, IPEDS:11
UGDEG	Undergraduate degree program 2011-12	Education: Program	NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12
UGDEG14	Degree program when last enrolled 2014	Education: Program	BPS:12/14 Interview
UGDEGAA	Associate's degree type 2011-12	Education: Program	NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:12
UGLVL14	Class level at most recent institution 2014	Education: Program	FAFSA:14, NSLDS:14, and NSC
UMNEED1	Would have borrowed more money in 2011-12	Financial aid: Need	NPSAS:12 Interview
UMNEED2	Additional amount would have borrowed in 2011-12	Financial aid: Need	NPSAS:12 Interview
UNEMPL14	Unemployment: currently looking for a job 2014	Employment: Not working	BPS:12/14 Interview
UNEMPLN14	Unemployment: number of spells through June 2014	Employment: Not working	BPS:12/14 Interview
UNEMPM14	Unemployment: number of months through June 2014	Employment: Not working	BPS:12/14 Interview

See notes at end of table.

Table G-1. Analysis variables: 2014—Continued

Variable name	Variable label	Subject	Source(s)
UNEMPST14	Not working in 2014	Employment: Not working	BPS:12/14 Interview
UNEMPSTR	Unemployment: looking for work through June 2014	Employment: Not working	BPS:12/14 Interview
UNEMPT14	Unemployment: longest period in months through June 2014	Employment: Not working	BPS:12/14 Interview
UNSBLOAN	Total unsubsidized loans (all sources) 2011-12	Financial aid: Total	NPSAS:12 Student Records, NSLDS:12, NPSAS:12 Interview
USBORN	Born in the U.S. (student)	Student's characteristics	NPSAS:12 Interview, BPS:12/14 Interview
USEACAD	PSE services used: academic advising in 2011-12	Education: Services	NPSAS:12 Interview
USEACAD14	PSE services used: academic advising in 2013-14	Education: Services	BPS:12/14 Interview
USEACSP	PSE services used: academic support services in 2011-12	Education: Services	NPSAS:12 Interview
USEACSP14	PSE services used: academic support services in 2013-14	Education: Services	BPS:12/14 Interview
USECPP	PSE services used: career services in 2011-12	Education: Services	NPSAS:12 Interview
USECPP14	PSE services used: career services in 2013-14	Education: Services	BPS:12/14 Interview
USEFINAID	PSE services used: financial aid services in 2011-12	Education: Services	NPSAS:12 Interview
USEFINAID14	PSE services used: financial aid services in 2013-14	Education: Services	BPS:12/14 Interview
USEHLTH	PSE services used: student health services in 2011-12	Education: Services	NPSAS:12 Interview
USEHLTH14	PSE services used: student health services in 2013-14	Education: Services	BPS:12/14 Interview
USENONE	PSE services used: none in 2011-12	Education: Services	NPSAS:12 Interview
USENONE14	PSE services used: none in 2013-14	Education: Services	BPS:12/14 Interview
VADODAMT	Veterans' benefits and Department of Defense 2011-12	Financial aid: Federal	FAFSA:12, NPSAS:12 Student Records, NPSAS:12 Interview
VETBEN	Veterans'/DOD benefits 2011-12	Financial aid: Federal	NPSAS:12 Interview, NPSAS:12 Student Records
VETBEN14	Veterans'/DOD education benefits: amount received 2013-14	Financial aid: Federal	BPS:12/14 Interview, NSC
VETERAN	Veteran status 2011-12	Student's characteristics	FAFSA:12, NPSAS:12 Interview, NPSAS:12 Student Records, FAFSA:14, BPS:12/14 Interview
VOCHELP	Vocational rehabilitation and training 2011-12	Financial aid: Total	NPSAS:12 Student Records
WORKPCT	Ratio of work-study to total aid 2011-12	Financial aid: Ratios	NSLDS:12, NPSAS:12 Student Records
WRKTSKS	Job non-monetary benefits: importance of making decisions 2012	Employment: Values	NPSAS:12 Interview

NOTE: BPS = Beginning Postsecondary Students Longitudinal Study, CPS = Central Processing System, EFC = Expected Family Contribution, DOD = Department of Defense, FAFSA = Free Application for Federal Student Aid, FWSP = Federal Work-Study Program, IPEDS = Integrated Postsecondary Education Data System, NPSAS = National Postsecondary Student Aid Study, NSC = National Student Clearinghouse, NSF = National Science Foundation, NSLDS = National Student Loan Data System, PSE = Postsecondary enrollment, SEOG = Supplemental Educational Opportunity Grant, STEM = Science, technology, engineering, and mathematics, VA = Veterans Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

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Appendix H: Design Effects

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Table H-1. Design effects for selected variables for all first-time beginning students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	60.30	0.74	0.31	2.39	5.71
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	15.85	0.79	0.23	3.42	11.72
No degree from any institution as of June 2014	PRAT3Y = 3, 4	84.15	0.79	0.23	3.42	11.72
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	6.72	0.55	0.16	3.46	11.97
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	6.50	0.32	0.16	2.03	4.13
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.41	0.11	0.07	1.48	2.19
Attended more than one institution in 2011-12	STUDMULT > 1	4.85	0.33	0.14	2.42	5.86
Ever transferred through June 2014	TFNUM3Y > 0	17.86	0.66	0.24	2.73	7.46
Ever stopped out anywhere through June 2014	STNUM3Y > 0	17.15	0.44	0.24	1.82	3.31
Health care major when last enrolled through June 2014	MAJ14 = 14	15.99	0.62	0.23	2.67	7.15
Used academic advising services in 2011-12	USEACAD = 1	61.57	0.53	0.31	1.72	2.96
Received any aid in 2011-12	TOTAID > 0	81.24	0.56	0.25	2.24	5.02
Received any loans in 2011-12	TOTLOAN2 > 0	46.23	0.55	0.32	1.73	3.01
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	53.29	0.74	0.32	2.33	5.42
Received any untaxed benefits in 2014	FEDBEN14 = 1	21.15	0.56	0.26	2.16	4.67
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	24.55	0.46	0.27	1.69	2.85
Currently employed in 2014	JOBST14 = 1	68.68	1.04	0.51	2.03	4.10
Eligible for employer health insurance in 2014	JBEN14B = 1	50.99	1.37	0.67	2.05	4.19
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	46.90	1.38	0.67	2.07	4.27
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	35.90	1.38	0.69	2.01	4.06
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	35.10	1.42	0.68	2.08	4.32
Single parent in 2011-12	SINGLPAR = 1	8.68	0.38	0.18	2.11	4.46
Had two or more risk factors during 2011-12	RISKIND2 > 1	30.24	0.82	0.29	2.80	7.86
Single, not married as of 2014	SMAR14 = 1	81.08	0.57	0.25	2.27	5.16
Has any dependent children as of 2014	DEPANY14 = 1	21.20	0.56	0.26	2.15	4.63
Has a disability in 2014	DISABL14 = 1	11.95	0.50	0.21	2.42	5.84
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	20.91	0.46	0.26	1.79	3.19
Has any credit cards in 2014	CRDNUM14 = 1, 2	43.78	0.56	0.32	1.79	3.20
Pay off credit card balance each month in 2014	CRDPAY14 = 1	61.52	0.77	0.47	1.62	2.63

See notes at end of table.

**Table H-1. Design effects for selected variables for all first-time beginning students: 2014
—Continued**

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.24	5.28
Minimum	†	†	†	†	1.48	2.19
25th percentile	†	†	†	†	1.82	3.31
Median	†	†	†	†	2.11	4.46
75th percentile	†	†	†	†	2.42	5.84
Maximum	†	†	†	†	3.46	11.97

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-2. Design effects for selected variables for first-time beginning students whose base-year institution was Public, 4-year: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	79.44	0.84	0.62	1.35	1.83
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	5.76	0.49	0.36	1.35	1.83
No degree from any institution as of June 2014	PRAT3Y = 3, 4	94.24	0.49	0.36	1.35	1.83
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	0.33	0.15	0.09	1.74	3.02
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	1.81	0.26	0.21	1.28	1.63
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	2.29	0.30	0.23	1.31	1.72
Attended more than one institution in 2011–12	STUDMULT > 1	7.67	0.58	0.41	1.42	2.02
Ever transferred through June 2014	TFNUM3Y > 0	17.62	0.92	0.59	1.57	2.47
Ever stopped out anywhere through June 2014	STNUM3Y > 0	12.70	0.85	0.51	1.65	2.73
Health care major when last enrolled through June 2014	MAJ14 = 14	12.21	0.74	0.51	1.46	2.15
Used academic advising services in 2011–12	USEACAD = 1	78.78	0.96	0.63	1.52	2.31
Received any aid in 2011–12	TOTAID > 0	84.54	0.97	0.56	1.74	3.03
Received any loans in 2011–12	TOTLOAN2 > 0	55.42	0.88	0.77	1.15	1.33
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	61.19	0.94	0.75	1.25	1.55
Received any untaxed benefits in 2014	FEDBEN14 = 1	13.84	1.00	0.53	1.88	3.55
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	16.96	0.77	0.58	1.34	1.79
Currently employed in 2014	JOBST14 = 1	69.34	3.11	2.21	1.41	1.98
Eligible for employer health insurance in 2014	JBEN14B = 1	51.08	4.20	2.82	1.49	2.21
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	44.18	4.20	2.80	1.50	2.25
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	29.76	4.32	2.97	1.45	2.12
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	25.15	4.39	2.82	1.56	2.43
Single parent in 2011–12	SINGLPAR = 1	2.60	0.50	0.25	2.02	4.10
Had two or more risk factors during 2011–12	RISKIND2 > 1	9.71	0.90	0.46	1.97	3.89
Single, not married as of 2014	SMAR14 = 1	90.39	0.96	0.46	2.10	4.42
Has any dependent children as of 2014	DEPANY14 = 1	7.36	0.89	0.40	2.21	4.88
Has a disability in 2014	DISABL14 = 1	9.55	0.65	0.45	1.42	2.03
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	21.42	0.83	0.63	1.31	1.70
Has any credit cards in 2014	CRDNUM14 = 1, 2	45.93	0.86	0.77	1.12	1.26
Pay off credit card balance each month in 2014	CRDPAY14 = 1	67.15	1.31	1.07	1.22	1.49

See notes at end of table.

Table H-2. Design effects for selected variables for first-time beginning students whose base-year institution was Public, 4-year: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	1.52	2.40
Minimum	†	†	†	†	1.12	1.26
25th percentile	†	†	†	†	1.34	1.79
Median	†	†	†	†	1.45	2.12
75th percentile	†	†	†	†	1.65	2.73
Maximum	†	†	†	†	2.21	4.88

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-3. Design effects for selected variables for first-time beginning students whose base-year institution was Public, 2-year: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	50.47	1.37	0.58	2.35	5.50
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	15.34	0.86	0.42	2.05	4.21
No degree from any institution as of June 2014	PRAT3Y = 3, 4	84.66	0.86	0.42	2.05	4.21
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	3.20	0.40	0.20	1.96	3.82
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	10.59	0.73	0.36	2.04	4.17
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	0.05	0.02	0.03	0.93	0.87
Attended more than one institution in 2011–12	STUDMULT > 1	3.11	0.33	0.20	1.63	2.66
Ever transferred through June 2014	TFNUM3Y > 0	20.30	1.19	0.47	2.54	6.45
Ever stopped out anywhere through June 2014	STNUM3Y > 0	22.86	0.78	0.49	1.59	2.53
Health care major when last enrolled through June 2014	MAJ14 = 14	16.09	0.83	0.43	1.95	3.79
Used academic advising services in 2011–12	USEACAD = 1	50.66	0.95	0.58	1.63	2.64
Received any aid in 2011–12	TOTAID > 0	70.01	1.11	0.53	2.08	4.34
Received any loans in 2011–12	TOTLOAN2 > 0	19.65	1.52	0.46	3.28	10.77
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	30.81	1.05	0.54	1.95	3.81
Received any untaxed benefits in 2014	FEDBEN14 = 1	22.93	0.97	0.49	1.99	3.95
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	16.52	0.79	0.43	1.84	3.38
Currently employed in 2014	JOBST14 = 1	72.43	1.54	0.89	1.73	2.99
Eligible for employer health insurance in 2014	JBEN14B = 1	50.62	1.98	1.18	1.68	2.81
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	41.68	2.14	1.17	1.84	3.38
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	32.84	2.15	1.25	1.72	2.95
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	32.13	2.25	1.24	1.81	3.29
Single parent in 2011–12	SINGLPAR = 1	8.85	0.64	0.33	1.94	3.77
Had two or more risk factors during 2011–12	RISKIND2 > 1	42.73	1.82	0.58	3.16	9.98
Single, not married as of 2014	SMAR14 = 1	77.13	1.40	0.49	2.87	8.24
Has any dependent children as of 2014	DEPANY14 = 1	25.77	1.34	0.51	2.63	6.91
Has a disability in 2014	DISABL14 = 1	13.21	0.87	0.39	2.21	4.90
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	19.58	0.75	0.46	1.63	2.67
Has any credit cards in 2014	CRDNUM14 = 1, 2	43.47	1.10	0.58	1.91	3.64
Pay off credit card balance each month in 2014	CRDPAY14 = 1	57.08	1.35	0.89	1.52	2.32

See notes at end of table.

Table H-3. Design effects for selected variables for first-time beginning students whose base-year institution was Public, 2-year: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.02	4.31
Minimum	†	†	†	†	0.93	0.87
25th percentile	†	†	†	†	1.72	2.95
Median	†	†	†	†	1.95	3.79
75th percentile	†	†	†	†	2.08	4.34
Maximum	†	†	†	†	3.28	10.77

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-4. Design effects for selected variables for first-time beginning students whose base-year institution was Public, less-than-2-year or private not-for-profit, 2-year or less-than-2-year: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	26.71	6.55	2.26	2.90	8.42
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	57.76	8.08	2.52	3.20	10.26
No degree from any institution as of June 2014	PRAT3Y = 3, 4	42.24	8.08	2.52	3.20	10.26
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	47.99	8.55	2.55	3.35	11.24
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	8.93	3.27	1.45	2.24	5.04
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	#	#	#	†	†
Attended more than one institution in 2011–12	STUDMULT > 1	2.25	1.16	0.76	1.53	2.35
Ever transferred through June 2014	TFNUM3Y > 0	20.27	6.98	2.05	3.40	11.57
Ever stopped out anywhere through June 2014	STNUM3Y > 0	17.79	4.31	1.95	2.21	4.87
Health care major when last enrolled through June 2014	MAJ14 = 14	25.47	5.37	2.22	2.42	5.84
Used academic advising services in 2011–12	USEACAD = 1	25.48	3.43	2.22	1.54	2.38
Received any aid in 2011–12	TOTAID > 0	76.50	4.36	2.16	2.02	4.06
Received any loans in 2011–12	TOTLOAN2 > 0	40.94	4.75	2.51	1.89	3.58
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	42.92	4.92	2.53	1.95	3.80
Received any untaxed benefits in 2014	FEDBEN14 = 1	26.33	4.95	2.25	2.20	4.85
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	30.67	6.65	2.35	2.83	7.99
Currently employed in 2014	JOBST14 = 1	73.28	5.69	2.98	1.91	3.64
Eligible for employer health insurance in 2014	JBEN14B = 1	54.03	11.08	3.95	2.80	7.87
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	67.55	8.72	3.71	2.35	5.52
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	31.18	4.78	4.09	1.17	1.36
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	31.97	7.42	4.12	1.80	3.24
Single parent in 2011–12	SINGLPAR = 1	20.41	4.87	2.06	2.37	5.60
Had two or more risk factors during 2011–12	RISKIND2 > 1	51.35	7.57	2.55	2.97	8.82
Single, not married as of 2014	SMAR14 = 1	68.54	4.36	2.37	1.84	3.39
Has any dependent children as of 2014	DEPANY14 = 1	41.26	6.69	2.51	2.66	7.08
Has a disability in 2014	DISABL14 = 1	7.70	2.64	1.36	1.94	3.76
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	17.61	3.23	1.94	1.66	2.76
Has any credit cards in 2014	CRDNUM14 = 1, 2	38.42	4.79	2.48	1.93	3.73
Pay off credit card balance each month in 2014	CRDPAY14 = 1	48.04	8.01	3.88	2.07	4.27

See notes at end of table.

Table H-4. Design effects for selected variables for first-time beginning students whose base-year institution was Public, less-than-2-year or private not-for-profit, 2-year or less-than-2-year: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.30	5.63
Minimum	†	†	†	†	1.17	1.36
25th percentile	†	†	†	†	1.90	3.61
Median	†	†	†	†	2.20	4.86
75th percentile	†	†	†	†	2.82	7.93
Maximum	†	†	†	†	3.40	11.57

† Not applicable.

Rounds to zero.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-5. Design effects for selected variables for first-time beginning students whose base-year institution was Private not-for-profit, 4-year: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	83.34	1.30	0.58	2.24	5.00
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	6.44	1.00	0.38	2.60	6.74
No degree from any institution as of June 2014	PRAT3Y = 3, 4	93.56	1.00	0.38	2.60	6.74
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	0.90	0.59	0.15	3.99	15.93
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	1.36	0.29	0.18	1.60	2.57
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	3.40	0.45	0.28	1.60	2.55
Attended more than one institution in 2011–12	STUDMULT > 1	6.33	0.54	0.38	1.41	1.99
Ever transferred through June 2014	TFNUM3Y > 0	17.14	0.73	0.59	1.24	1.54
Ever stopped out anywhere through June 2014	STNUM3Y > 0	11.29	0.80	0.49	1.62	2.64
Health care major when last enrolled through June 2014	MAJ14 = 14	9.04	0.96	0.45	2.14	4.58
Used academic advising services in 2011–12	USEACAD = 1	81.43	1.01	0.61	1.66	2.74
Received any aid in 2011–12	TOTAID > 0	90.51	0.87	0.46	1.91	3.63
Received any loans in 2011–12	TOTLOAN2 > 0	64.70	1.34	0.75	1.79	3.20
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	68.18	1.50	0.73	2.06	4.26
Received any untaxed benefits in 2014	FEDBEN14 = 1	12.06	1.23	0.51	2.42	5.84
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	17.76	1.79	0.60	2.99	8.96
Currently employed in 2014	JOBST14 = 1	72.77	4.66	2.37	1.97	3.87
Eligible for employer health insurance in 2014	JBEN14B = 1	54.08	8.60	3.16	2.72	7.41
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	36.81	5.38	3.06	1.76	3.10
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	36.82	6.44	3.28	1.96	3.85
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	25.45	4.00	2.96	1.35	1.82
Single parent in 2011–12	SINGLPAR = 1	1.96	1.03	0.22	4.77	22.76
Had two or more risk factors during 2011–12	RISKIND2 > 1	5.66	2.13	0.36	5.89	34.73
Single, not married as of 2014	SMAR14 = 1	93.00	1.57	0.40	3.94	15.51
Has any dependent children as of 2014	DEPANY14 = 1	6.17	1.61	0.38	4.27	18.26
Has a disability in 2014	DISABL14 = 1	10.15	0.96	0.47	2.04	4.15
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	23.63	1.13	0.66	1.70	2.90
Has any credit cards in 2014	CRDNUM14 = 1, 2	44.21	1.16	0.78	1.50	2.24
Pay off credit card balance each month in 2014	CRDPAY14 = 1	72.54	1.66	1.07	1.55	2.40

See notes at end of table.

Table H-5. Design effects for selected variables for first-time beginning students whose base-year institution was Private not-for-profit, 4-year: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.39	6.96
Minimum	†	†	†	†	1.24	1.54
25th percentile	†	†	†	†	1.62	2.64
Median	†	†	†	†	1.97	3.87
75th percentile	†	†	†	†	2.60	6.74
Maximum	†	†	†	†	5.89	34.73

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-6. Design effects for selected variables for first-time beginning students whose base-year institution was Private for-profit, 4-year or 2-year: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	28.18	1.21	0.51	2.38	5.65
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	35.52	3.00	0.54	5.56	30.92
No degree from any institution as of June 2014	PRAT3Y = 3, 4	64.48	3.00	0.54	5.56	30.92
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	18.33	2.23	0.44	5.12	26.20
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	14.78	1.34	0.40	3.34	11.13
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.63	0.28	0.14	1.98	3.93
Attended more than one institution in 2011–12	STUDMULT > 1	2.28	0.38	0.17	2.27	5.15
Ever transferred through June 2014	TFNUM3Y > 0	12.71	1.04	0.38	2.77	7.68
Ever stopped out anywhere through June 2014	STNUM3Y > 0	18.52	1.25	0.44	2.86	8.20
Health care major when last enrolled through June 2014	MAJ14 = 14	24.75	2.16	0.49	4.44	19.71
Used academic advising services in 2011–12	USEACAD = 1	38.74	1.57	0.55	2.85	8.13
Received any aid in 2011–12	TOTAID > 0	95.00	0.83	0.25	3.38	11.43
Received any loans in 2011–12	TOTLOAN2 > 0	79.43	1.70	0.46	3.73	13.89
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	82.80	1.61	0.43	3.79	14.38
Received any untaxed benefits in 2014	FEDBEN14 = 1	40.55	1.37	0.55	2.48	6.13
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	66.89	1.85	0.53	3.48	12.09
Currently employed in 2014	JOBST14 = 1	61.82	1.97	0.76	2.59	6.69
Eligible for employer health insurance in 2014	JBEN14B = 1	53.78	2.76	0.96	2.86	8.17
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	51.51	2.98	0.97	3.08	9.47
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	42.23	2.36	0.99	2.39	5.69
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	39.49	2.92	0.98	2.98	8.88
Single parent in 2011–12	SINGLPAR = 1	26.15	1.26	0.50	2.53	6.42
Had two or more risk factors during 2011–12	RISKIND2 > 1	66.58	1.96	0.53	3.68	13.53
Single, not married as of 2014	SMAR14 = 1	59.64	2.34	0.55	4.23	17.91
Has any dependent children as of 2014	DEPANY14 = 1	51.36	2.32	0.56	4.11	16.90
Has a disability in 2014	DISABL14 = 1	17.25	1.34	0.43	3.15	9.92
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	19.91	1.17	0.45	2.59	6.70
Has any credit cards in 2014	CRDNUM14 = 1, 2	40.86	1.45	0.55	2.61	6.83
Pay off credit card balance each month in 2014	CRDPAY14 = 1	46.38	2.82	0.87	3.26	10.60

See notes at end of table.

Table H-6. Design effects for selected variables for first-time beginning students whose base-year institution was Private for-profit, 4-year or 2-year: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	3.31	11.84
Minimum	†	†	†	†	1.98	3.93
25th percentile	†	†	†	†	2.59	6.70
Median	†	†	†	†	3.08	9.47
75th percentile	†	†	†	†	3.73	13.89
Maximum	†	†	†	†	5.56	30.92

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-7. Design effects for selected variables for first-time beginning students whose base-year institution was Private for-profit, less-than-2-year: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	13.29	1.47	1.16	1.26	1.60
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	71.42	5.44	1.54	3.52	12.42
No degree from any institution as of June 2014	PRAT3Y = 3, 4	28.58	5.44	1.54	3.52	12.42
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	70.81	5.46	1.55	3.51	12.35
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	0.05	0.07	0.07	0.89	0.80
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	#	#	#	†	†
Attended more than one institution in 2011–12	STUDMULT > 1	1.93	0.79	0.47	1.68	2.82
Ever transferred through June 2014	TFNUM3Y > 0	10.99	1.57	1.07	1.47	2.15
Ever stopped out anywhere through June 2014	STNUM3Y > 0	14.21	1.43	1.19	1.19	1.43
Health care major when last enrolled through June 2014	MAJ14 = 14	46.20	9.09	1.70	5.34	28.48
Used academic advising services in 2011–12	USEACAD = 1	29.56	3.35	1.56	2.15	4.61
Received any aid in 2011–12	TOTAID > 0	96.25	1.40	0.65	2.15	4.64
Received any loans in 2011–12	TOTLOAN2 > 0	81.52	5.75	1.33	4.33	18.76
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	83.35	5.23	1.27	4.11	16.88
Received any untaxed benefits in 2014	FEDBEN14 = 1	43.95	3.37	1.70	1.99	3.96
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	78.07	5.07	1.41	3.59	12.86
Currently employed in 2014	JOBST14 = 1	62.03	3.92	1.93	2.03	4.11
Eligible for employer health insurance in 2014	JBEN14B = 1	44.81	3.43	2.43	1.41	1.99
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	66.38	5.35	2.31	2.32	5.37
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	42.64	5.58	2.47	2.26	5.11
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	52.83	5.02	2.49	2.02	4.06
Single parent in 2011–12	SINGLPAR = 1	31.37	2.90	1.59	1.83	3.35
Had two or more risk factors during 2011–12	RISKIND2 > 1	60.47	3.29	1.67	1.97	3.87
Single, not married as of 2014	SMAR14 = 1	61.04	3.61	1.67	2.17	4.70
Has any dependent children as of 2014	DEPANY14 = 1	57.23	5.79	1.69	3.42	11.73
Has a disability in 2014	DISABL14 = 1	12.65	2.39	1.14	2.11	4.44
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	23.19	3.81	1.44	2.64	6.97
Has any credit cards in 2014	CRDNUM14 = 1, 2	38.01	3.47	1.66	2.09	4.38
Pay off credit card balance each month in 2014	CRDPAY14 = 1	55.74	5.28	2.71	1.95	3.79

See notes at end of table.

Table H-7. Design effects for selected variables for first-time beginning students whose base-year institution was Private for-profit, less-than-2-year: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.46	7.14
Minimum	†	†	†	†	0.89	0.80
25th percentile	†	†	†	†	1.89	3.57
Median	†	†	†	†	2.13	4.53
75th percentile	†	†	†	†	3.47	12.04
Maximum	†	†	†	†	5.34	28.48

† Not applicable.

Rounds to zero.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-8. Design effects for selected variables for first-time beginning Male students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	57.85	1.29	0.48	2.69	7.25
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	14.27	0.90	0.34	2.66	7.09
No degree from any institution as of June 2014	PRAT3Y = 3, 4	85.73	0.90	0.34	2.66	7.09
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	5.02	0.52	0.21	2.46	6.07
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	6.82	0.50	0.24	2.05	4.18
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.42	0.19	0.11	1.63	2.67
Attended more than one institution in 2011–12	STUDMULT > 1	3.96	0.27	0.19	1.41	1.98
Ever transferred through June 2014	TFNUM3Y > 0	15.92	0.77	0.35	2.17	4.69
Ever stopped out anywhere through June 2014	STNUM3Y > 0	16.67	0.65	0.36	1.80	3.23
Health care major when last enrolled through June 2014	MAJ14 = 14	7.16	0.54	0.25	2.15	4.64
Used academic advising services in 2011–12	USEACAD = 1	59.61	0.80	0.47	1.69	2.85
Received any aid in 2011–12	TOTAID > 0	78.55	0.79	0.40	1.98	3.92
Received any loans in 2011–12	TOTLOAN2 > 0	42.05	0.91	0.48	1.91	3.65
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	48.01	0.97	0.48	2.00	3.99
Received any untaxed benefits in 2014	FEDBEN14 = 1	15.00	0.59	0.35	1.72	2.96
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	22.44	0.80	0.40	1.99	3.96
Currently employed in 2014	JOBST14 = 1	72.10	1.45	0.73	1.98	3.91
Eligible for employer health insurance in 2014	JBEN14B = 1	54.68	2.07	0.96	2.16	4.68
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	46.70	2.43	0.96	2.53	6.40
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	35.44	2.03	1.06	1.91	3.66
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	34.19	1.98	1.05	1.89	3.56
Single parent in 2011–12	SINGLPAR = 1	5.03	0.49	0.21	2.31	5.33
Had two or more risk factors during 2011–12	RISKIND2 > 1	30.47	1.29	0.45	2.91	8.45
Single, not married as of 2014	SMAR14 = 1	83.69	1.18	0.36	3.29	10.84
Has any dependent children as of 2014	DEPANY14 = 1	16.75	1.12	0.36	3.09	9.54
Has a disability in 2014	DISABL14 = 1	11.51	0.68	0.31	2.21	4.89
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	17.21	0.82	0.37	2.25	5.05
Has any credit cards in 2014	CRDNUM14 = 1, 2	43.08	1.09	0.48	2.28	5.21
Pay off credit card balance each month in 2014	CRDPAY14 = 1	61.98	1.21	0.72	1.68	2.83

See notes at end of table.

**Table H-8. Design effects for selected variables for first-time beginning Male students: 2014
—Continued**

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.19	4.99
Minimum	†	†	†	†	1.41	1.98
25th percentile	†	†	†	†	1.91	3.65
Median	†	†	†	†	2.15	4.64
75th percentile	†	†	†	†	2.46	6.07
Maximum	†	†	†	†	3.29	10.84

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-9. Design effects for selected variables for first-time beginning Female students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	62.24	0.73	0.41	1.80	3.23
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	17.11	0.91	0.32	2.85	8.13
No degree from any institution as of June 2014	PRAT3Y = 3, 4	82.89	0.91	0.32	2.85	8.13
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	8.07	0.76	0.23	3.29	10.83
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	6.25	0.34	0.20	1.68	2.84
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.39	0.16	0.10	1.59	2.53
Attended more than one institution in 2011–12	STUDMULT > 1	5.55	0.50	0.19	2.59	6.72
Ever transferred through June 2014	TFNUM3Y > 0	19.40	0.82	0.33	2.47	6.10
Ever stopped out anywhere through June 2014	STNUM3Y > 0	17.53	0.60	0.32	1.86	3.47
Health care major when last enrolled through June 2014	MAJ14 = 14	22.98	0.84	0.35	2.37	5.63
Used academic advising services in 2011–12	USEACAD = 1	63.12	0.74	0.41	1.83	3.34
Received any aid in 2011–12	TOTAID > 0	83.37	0.68	0.31	2.17	4.69
Received any loans in 2011–12	TOTLOAN2 > 0	49.54	0.69	0.42	1.64	2.70
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	57.48	0.96	0.42	2.31	5.32
Received any untaxed benefits in 2014	FEDBEN14 = 1	26.02	0.78	0.37	2.11	4.47
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	26.23	0.77	0.37	2.08	4.34
Currently employed in 2014	JOBST14 = 1	65.41	1.44	0.71	2.02	4.09
Eligible for employer health insurance in 2014	JBEN14B = 1	47.11	2.16	0.93	2.33	5.42
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	47.10	2.31	0.93	2.49	6.21
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	36.28	2.02	0.90	2.24	5.01
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	35.85	1.89	0.90	2.10	4.40
Single parent in 2011–12	SINGLPAR = 1	11.57	0.60	0.27	2.21	4.90
Had two or more risk factors during 2011–12	RISKIND2 > 1	30.05	0.79	0.39	2.05	4.20
Single, not married as of 2014	SMAR14 = 1	79.01	0.72	0.34	2.10	4.39
Has any dependent children as of 2014	DEPANY14 = 1	24.72	0.78	0.36	2.16	4.66
Has a disability in 2014	DISABL14 = 1	12.29	0.57	0.28	2.06	4.26
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	23.84	0.65	0.36	1.80	3.23
Has any credit cards in 2014	CRDNUM14 = 1, 2	44.34	1.22	0.42	2.91	8.45
Pay off credit card balance each month in 2014	CRDPAY14 = 1	61.17	1.03	0.63	1.63	2.67

See notes at end of table.

**Table H-9. Design effects for selected variables for first-time beginning Female students: 2014
—Continued**

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.19	4.98
Minimum	†	†	†	†	1.59	2.53
25th percentile	†	†	†	†	1.86	3.47
Median	†	†	†	†	2.11	4.47
75th percentile	†	†	†	†	2.37	5.63
Maximum	†	†	†	†	3.29	10.83

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-10. Design effects for selected variables for first-time beginning White students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	63.17	0.92	0.42	2.18	4.77
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	15.23	0.68	0.31	2.16	4.66
No degree from any institution as of June 2014	PRAT3Y = 3, 4	84.77	0.68	0.31	2.16	4.66
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	5.46	0.46	0.20	2.33	5.41
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	7.09	0.42	0.22	1.86	3.47
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.52	0.17	0.11	1.64	2.70
Attended more than one institution in 2011–12	STUDMULT > 1	4.84	0.30	0.19	1.60	2.55
Ever transferred through June 2014	TFNUM3Y > 0	17.93	0.70	0.33	2.09	4.37
Ever stopped out anywhere through June 2014	STNUM3Y > 0	15.51	0.56	0.32	1.79	3.21
Health care major when last enrolled through June 2014	MAJ14 = 14	14.61	0.56	0.31	1.83	3.34
Used academic advising services in 2011–12	USEACAD = 1	64.86	0.82	0.42	1.97	3.87
Received any aid in 2011–12	TOTAID > 0	78.92	0.69	0.36	1.95	3.81
Received any loans in 2011–12	TOTLOAN2 > 0	47.02	0.78	0.43	1.79	3.20
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	53.74	0.94	0.43	2.17	4.72
Received any untaxed benefits in 2014	FEDBEN14 = 1	15.99	0.57	0.32	1.78	3.19
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	22.43	0.70	0.36	1.94	3.76
Currently employed in 2014	JOBST14 = 1	74.10	1.52	0.67	2.28	5.19
Eligible for employer health insurance in 2014	JBEN14B = 1	50.91	1.87	0.89	2.09	4.38
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	48.87	1.93	0.89	2.17	4.69
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	35.71	1.84	0.98	1.88	3.53
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	31.38	1.96	0.95	2.06	4.24
Single parent in 2011–12	SINGLPAR = 1	6.72	0.48	0.22	2.18	4.76
Had two or more risk factors during 2011–12	RISKIND2 > 1	28.53	0.94	0.39	2.40	5.76
Single, not married as of 2014	SMAR14 = 1	79.59	0.70	0.35	1.99	3.95
Has any dependent children as of 2014	DEPANY14 = 1	17.63	0.68	0.33	2.04	4.16
Has a disability in 2014	DISABL14 = 1	12.25	0.56	0.29	1.95	3.81
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	21.66	0.70	0.36	1.96	3.83
Has any credit cards in 2014	CRDNUM14 = 1, 2	43.68	0.78	0.43	1.80	3.24
Pay off credit card balance each month in 2014	CRDPAY14 = 1	63.48	1.10	0.64	1.72	2.96

See notes at end of table.

**Table H-10. Design effects for selected variables for first-time beginning White students: 2014
—Continued**

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	1.99	4.01
Minimum	†	†	†	†	1.60	2.55
25th percentile	†	†	†	†	1.83	3.34
Median	†	†	†	†	1.97	3.87
75th percentile	†	†	†	†	2.16	4.66
Maximum	†	†	†	†	2.40	5.76

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-11. Design effects for selected variables for first-time beginning Black or African American students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	51.31	1.69	0.79	2.13	4.54
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	14.40	1.21	0.56	2.18	4.74
No degree from any institution as of June 2014	PRAT3Y = 3, 4	85.60	1.21	0.56	2.18	4.74
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	6.34	0.85	0.39	2.19	4.79
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	5.27	0.68	0.35	1.93	3.71
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.20	0.26	0.17	1.48	2.18
Attended more than one institution in 2011–12	STUDMULT > 1	5.42	1.45	0.36	4.03	16.27
Ever transferred through June 2014	TFNUM3Y > 0	21.50	1.46	0.65	2.25	5.05
Ever stopped out anywhere through June 2014	STNUM3Y > 0	23.06	1.23	0.67	1.84	3.38
Health care major when last enrolled through June 2014	MAJ14 = 14	18.63	1.09	0.62	1.76	3.11
Used academic advising services in 2011–12	USEACAD = 1	56.98	1.41	0.79	1.80	3.24
Received any aid in 2011–12	TOTAID > 0	90.97	1.06	0.45	2.32	5.39
Received any loans in 2011–12	TOTLOAN2 > 0	60.14	1.67	0.78	2.15	4.61
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	69.43	1.57	0.73	2.16	4.64
Received any untaxed benefits in 2014	FEDBEN14 = 1	34.24	1.28	0.75	1.70	2.88
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	37.86	1.84	0.77	2.40	5.75
Currently employed in 2014	JOBST14 = 1	57.28	2.80	1.33	2.11	4.44
Eligible for employer health insurance in 2014	JBEN14B = 1	53.22	3.61	1.78	2.03	4.13
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	39.64	3.12	1.74	1.80	3.22
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	37.26	3.59	1.58	2.27	5.16
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	43.67	3.52	1.62	2.17	4.73
Single parent in 2011–12	SINGLPAR = 1	17.14	1.47	0.60	2.46	6.05
Had two or more risk factors during 2011–12	RISKIND2 > 1	39.41	2.03	0.78	2.61	6.83
Single, not married as of 2014	SMAR14 = 1	83.53	1.12	0.59	1.90	3.61
Has any dependent children as of 2014	DEPANY14 = 1	34.76	1.73	0.76	2.29	5.24
Has a disability in 2014	DISABL14 = 1	12.00	1.28	0.52	2.49	6.19
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	20.79	1.61	0.64	2.50	6.25
Has any credit cards in 2014	CRDNUM14 = 1, 2	37.43	1.45	0.77	1.89	3.55
Pay off credit card balance each month in 2014	CRDPAY14 = 1	59.02	2.28	1.32	1.72	2.96

See notes at end of table.

Table H-11. Design effects for selected variables for first-time beginning Black or African American students: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.16	4.88
Minimum	†	†	†	†	1.48	2.18
25th percentile	†	†	†	†	1.89	3.55
Median	†	†	†	†	2.16	4.64
75th percentile	†	†	†	†	2.29	5.24
Maximum	†	†	†	†	4.03	16.27

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-12. Design effects for selected variables for first-time beginning Hispanic or Latino students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	54.83	1.45	0.69	2.10	4.43
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	20.60	1.52	0.56	2.70	7.30
No degree from any institution as of June 2014	PRAT3Y = 3, 4	79.40	1.52	0.56	2.70	7.30
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	11.88	1.45	0.45	3.24	10.48
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	6.63	0.74	0.35	2.15	4.62
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	0.81	0.21	0.12	1.68	2.83
Attended more than one institution in 2011–12	STUDMULT > 1	3.90	0.50	0.27	1.84	3.40
Ever transferred through June 2014	TFNUM3Y > 0	16.38	1.03	0.51	2.01	4.03
Ever stopped out anywhere through June 2014	STNUM3Y > 0	20.06	1.20	0.56	2.15	4.64
Health care major when last enrolled through June 2014	MAJ14 = 14	19.12	1.68	0.55	3.08	9.49
Used academic advising services in 2011–12	USEACAD = 1	54.53	1.10	0.69	1.60	2.55
Received any aid in 2011–12	TOTAID > 0	82.57	1.34	0.53	2.55	6.52
Received any loans in 2011–12	TOTLOAN2 > 0	38.22	1.48	0.67	2.20	4.82
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	45.16	1.70	0.69	2.46	6.04
Received any untaxed benefits in 2014	FEDBEN14 = 1	27.46	1.61	0.62	2.60	6.77
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	25.14	1.34	0.60	2.22	4.92
Currently employed in 2014	JOBST14 = 1	62.51	2.26	1.11	2.03	4.12
Eligible for employer health insurance in 2014	JBEN14B = 1	55.06	2.94	1.41	2.08	4.35
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	47.94	3.99	1.42	2.82	7.94
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	36.91	3.10	1.40	2.21	4.88
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	37.06	3.37	1.40	2.40	5.76
Single parent in 2011–12	SINGLPAR = 1	8.99	0.96	0.40	2.43	5.90
Had two or more risk factors during 2011–12	RISKIND2 > 1	32.74	1.53	0.65	2.34	5.49
Single, not married as of 2014	SMAR14 = 1	80.58	1.14	0.55	2.08	4.34
Has any dependent children as of 2014	DEPANY14 = 1	25.61	1.54	0.61	2.54	6.44
Has a disability in 2014	DISABL14 = 1	11.73	1.07	0.45	2.40	5.74
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	17.66	0.96	0.53	1.82	3.32
Has any credit cards in 2014	CRDNUM14 = 1, 2	46.88	1.33	0.69	1.92	3.68
Pay off credit card balance each month in 2014	CRDPAY14 = 1	54.51	1.96	1.01	1.94	3.78

See notes at end of table.

Table H-12. Design effects for selected variables for first-time beginning Hispanic or Latino students: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.29	5.37
Minimum	†	†	†	†	1.60	2.55
25th percentile	†	†	†	†	2.03	4.12
Median	†	†	†	†	2.21	4.88
75th percentile	†	†	†	†	2.54	6.44
Maximum	†	†	†	†	3.24	10.48

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-13. Design effects for selected variables for first-time beginning Asian students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	75.99	3.02	1.30	2.33	5.42
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	8.72	1.11	0.86	1.29	1.68
No degree from any institution as of June 2014	PRAT3Y = 3, 4	91.28	1.11	0.86	1.29	1.68
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	1.32	0.35	0.35	1.00	0.99
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	3.35	0.67	0.55	1.22	1.49
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	3.03	0.74	0.52	1.43	2.04
Attended more than one institution in 2011–12	STUDMULT > 1	6.18	0.81	0.73	1.10	1.21
Ever transferred through June 2014	TFNUM3Y > 0	15.77	2.15	1.11	1.94	3.76
Ever stopped out anywhere through June 2014	STNUM3Y > 0	11.19	1.62	0.96	1.69	2.86
Health care major when last enrolled through June 2014	MAJ14 = 14	10.89	1.25	0.95	1.33	1.76
Used academic advising services in 2011–12	USEACAD = 1	68.63	2.20	1.41	1.56	2.44
Received any aid in 2011–12	TOTAID > 0	75.37	2.54	1.31	1.94	3.78
Received any loans in 2011–12	TOTLOAN2 > 0	32.25	1.84	1.42	1.30	1.68
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	38.00	1.96	1.47	1.33	1.78
Received any untaxed benefits in 2014	FEDBEN14 = 1	12.27	1.42	1.00	1.42	2.02
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	8.93	1.29	0.87	1.49	2.21
Currently employed in 2014	JOBST14 = 1	67.67	6.01	3.45	1.74	3.03
Eligible for employer health insurance in 2014	JBEN14B = 1	47.78	11.83	4.68	2.53	6.40
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	38.96	10.06	4.57	2.20	4.85
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	28.73	7.45	4.17	1.79	3.20
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	26.53	6.26	4.06	1.54	2.38
Single parent in 2011–12	SINGLPAR = 1	2.46	1.02	0.47	2.17	4.69
Had two or more risk factors during 2011–12	RISKIND2 > 1	16.56	3.19	1.13	2.83	8.00
Single, not married as of 2014	SMAR14 = 1	92.34	2.34	0.81	2.89	8.38
Has any dependent children as of 2014	DEPANY14 = 1	5.72	1.97	0.70	2.80	7.85
Has a disability in 2014	DISABL14 = 1	7.71	1.60	0.81	1.98	3.93
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	22.41	1.89	1.27	1.49	2.22
Has any credit cards in 2014	CRDNUM14 = 1, 2	53.82	2.07	1.51	1.37	1.87
Pay off credit card balance each month in 2014	CRDPAY14 = 1	75.76	2.74	1.77	1.55	2.40

See notes at end of table.

**Table H-13. Design effects for selected variables for first-time beginning Asian students: 2014
—Continued**

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	1.74	3.31
Minimum	†	†	†	†	1.00	0.99
25th percentile	†	†	†	†	1.33	1.78
Median	†	†	†	†	1.55	2.40
75th percentile	†	†	†	†	1.98	3.93
Maximum	†	†	†	†	2.89	8.38

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-14. Design effects for selected variables for first-time beginning students of other race/ethnicities including more than one race: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	57.68	2.42	1.36	1.78	3.18
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	16.09	2.58	1.01	2.55	6.50
No degree from any institution as of June 2014	PRAT3Y = 3, 4	83.91	2.58	1.01	2.55	6.50
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	7.50	2.19	0.72	3.02	9.13
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	6.43	1.08	0.67	1.60	2.56
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.25	0.43	0.31	1.40	1.96
Attended more than one institution in 2011–12	STUDMULT > 1	5.61	0.81	0.63	1.28	1.64
Ever transferred through June 2014	TFNUM3Y > 0	15.13	1.56	0.99	1.58	2.50
Ever stopped out anywhere through June 2014	STNUM3Y > 0	14.06	1.43	0.96	1.49	2.23
Health care major when last enrolled through June 2014	MAJ14 = 14	17.21	2.40	1.04	2.31	5.35
Used academic advising services in 2011–12	USEACAD = 1	57.64	2.53	1.36	1.86	3.46
Received any aid in 2011–12	TOTAID > 0	81.20	2.11	1.07	1.96	3.85
Received any loans in 2011–12	TOTLOAN2 > 0	45.62	2.52	1.37	1.84	3.38
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	52.20	2.50	1.37	1.82	3.31
Received any untaxed benefits in 2014	FEDBEN14 = 1	26.98	2.47	1.22	2.02	4.10
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	25.97	1.74	1.21	1.44	2.09
Currently employed in 2014	JOBST14 = 1	71.61	4.58	2.13	2.15	4.64
Eligible for employer health insurance in 2014	JBEN14B = 1	34.81	5.60	2.68	2.09	4.36
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	43.58	5.41	2.79	1.94	3.76
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	33.11	5.78	2.90	1.99	3.97
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	38.82	7.38	3.01	2.46	6.04
Single parent in 2011–12	SINGLPAR = 1	12.47	2.08	0.91	2.28	5.22
Had two or more risk factors during 2011–12	RISKIND2 > 1	28.95	2.67	1.25	2.14	4.57
Single, not married as of 2014	SMAR14 = 1	80.36	2.36	1.09	2.16	4.66
Has any dependent children as of 2014	DEPANY14 = 1	22.73	2.85	1.15	2.47	6.11
Has a disability in 2014	DISABL14 = 1	13.92	1.76	0.95	1.85	3.43
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	24.05	2.07	1.18	1.76	3.10
Has any credit cards in 2014	CRDNUM14 = 1, 2	39.43	2.56	1.34	1.90	3.62
Pay off credit card balance each month in 2014	CRDPAY14 = 1	55.42	3.50	2.18	1.61	2.59

See notes at end of table.

Table H-14. Design effects for selected variables for first-time beginning students of other race/ethnicities including more than one race: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	1.98	4.06
Minimum	†	†	†	†	1.28	1.64
25th percentile	†	†	†	†	1.76	3.10
Median	†	†	†	†	1.94	3.76
75th percentile	†	†	†	†	2.16	4.66
Maximum	†	†	†	†	3.02	9.13

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-15. Design effects for selected variables for first-time beginning Male, White students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	59.63	1.72	0.65	2.65	7.04
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	14.10	0.86	0.46	1.88	3.53
No degree from any institution as of June 2014	PRAT3Y = 3, 4	85.90	0.86	0.46	1.88	3.53
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	4.65	0.60	0.28	2.16	4.67
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	7.19	0.66	0.34	1.93	3.74
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.32	0.21	0.15	1.42	2.03
Attended more than one institution in 2011–12	STUDMULT > 1	4.06	0.39	0.26	1.51	2.27
Ever transferred through June 2014	TFNUM3Y > 0	15.81	0.95	0.48	1.97	3.90
Ever stopped out anywhere through June 2014	STNUM3Y > 0	15.33	0.85	0.47	1.80	3.23
Health care major when last enrolled through June 2014	MAJ14 = 14	5.95	0.57	0.31	1.83	3.37
Used academic advising services in 2011–12	USEACAD = 1	62.14	1.31	0.64	2.05	4.19
Received any aid in 2011–12	TOTAID > 0	76.13	1.12	0.56	2.00	3.99
Received any loans in 2011–12	TOTLOAN2 > 0	43.37	1.15	0.65	1.76	3.10
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	48.82	1.48	0.66	2.24	5.02
Received any untaxed benefits in 2014	FEDBEN14 = 1	11.00	0.63	0.41	1.53	2.34
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	20.91	0.90	0.54	1.69	2.85
Currently employed in 2014	JOBST14 = 1	76.01	2.02	0.94	2.15	4.60
Eligible for employer health insurance in 2014	JBEN14B = 1	55.18	2.58	1.26	2.05	4.20
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	49.38	2.62	1.27	2.07	4.29
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	36.00	3.05	1.49	2.05	4.18
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	30.70	2.73	1.43	1.91	3.65
Single parent in 2011–12	SINGLPAR = 1	3.38	0.55	0.24	2.32	5.40
Had two or more risk factors during 2011–12	RISKIND2 > 1	28.64	1.54	0.60	2.58	6.68
Single, not married as of 2014	SMAR14 = 1	82.65	1.28	0.50	2.56	6.57
Has any dependent children as of 2014	DEPANY14 = 1	13.86	1.16	0.46	2.54	6.44
Has a disability in 2014	DISABL14 = 1	11.14	0.77	0.41	1.87	3.48
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	17.35	1.16	0.50	2.33	5.41
Has any credit cards in 2014	CRDNUM14 = 1, 2	43.00	1.53	0.65	2.35	5.52
Pay off credit card balance each month in 2014	CRDPAY14 = 1	64.32	1.68	0.97	1.74	3.03

See notes at end of table.

**Table H-15. Design effects for selected variables for first-time beginning Male, White students:
2014—Continued**

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.03	4.22
Minimum	†	†	†	†	1.42	2.03
25th percentile	†	†	†	†	1.83	3.37
Median	†	†	†	†	2.00	3.99
75th percentile	†	†	†	†	2.24	5.02
Maximum	†	†	†	†	2.65	7.04

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-16. Design effects for selected variables for first-time beginning Male, Black or African American students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	48.17	2.38	1.21	1.97	3.86
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	13.15	1.73	0.82	2.12	4.49
No degree from any institution as of June 2014	PRAT3Y = 3, 4	86.85	1.73	0.82	2.12	4.49
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	5.31	1.01	0.54	1.85	3.44
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	5.43	0.86	0.55	1.57	2.45
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.27	0.44	0.27	1.64	2.69
Attended more than one institution in 2011–12	STUDMULT > 1	2.66	0.49	0.39	1.25	1.57
Ever transferred through June 2014	TFNUM3Y > 0	17.42	1.75	0.92	1.90	3.62
Ever stopped out anywhere through June 2014	STNUM3Y > 0	21.57	1.96	1.00	1.97	3.88
Health care major when last enrolled through June 2014	MAJ14 = 14	9.24	1.33	0.70	1.89	3.59
Used academic advising services in 2011–12	USEACAD = 1	55.22	2.25	1.20	1.87	3.48
Received any aid in 2011–12	TOTAID > 0	87.30	1.86	0.81	2.31	5.34
Received any loans in 2011–12	TOTLOAN2 > 0	53.25	2.62	1.21	2.17	4.71
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	61.47	2.49	1.18	2.11	4.47
Received any untaxed benefits in 2014	FEDBEN14 = 1	24.93	1.87	1.05	1.79	3.19
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	35.59	2.32	1.16	2.00	3.99
Currently employed in 2014	JOBST14 = 1	63.98	4.14	1.91	2.16	4.68
Eligible for employer health insurance in 2014	JBEN14B = 1	51.71	5.41	2.52	2.14	4.59
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	37.59	4.67	2.45	1.91	3.64
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	33.37	5.31	2.37	2.24	5.02
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	39.33	5.77	2.45	2.35	5.53
Single parent in 2011–12	SINGLPAR = 1	11.46	1.85	0.77	2.40	5.74
Had two or more risk factors during 2011–12	RISKIND2 > 1	42.90	2.53	1.20	2.11	4.45
Single, not married as of 2014	SMAR14 = 1	83.06	2.03	0.91	2.24	5.01
Has any dependent children as of 2014	DEPANY14 = 1	28.77	3.01	1.10	2.74	7.53
Has a disability in 2014	DISABL14 = 1	13.06	2.31	0.82	2.83	8.00
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	17.60	2.02	0.92	2.19	4.80
Has any credit cards in 2014	CRDNUM14 = 1, 2	37.12	2.29	1.17	1.96	3.83
Pay off credit card balance each month in 2014	CRDPAY14 = 1	60.97	3.46	1.95	1.77	3.13

See notes at end of table.

Table H-16. Design effects for selected variables for first-time beginning Male, Black or African American students: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.05	4.32
Minimum	†	†	†	†	1.25	1.57
25th percentile	†	†	†	†	1.89	3.59
Median	†	†	†	†	2.11	4.45
75th percentile	†	†	†	†	2.19	4.80
Maximum	†	†	†	†	2.83	8.00

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-17. Design effects for selected variables for first-time beginning Male, Hispanic or Latino students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	54.75	1.85	1.06	1.73	3.00
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	17.23	1.98	0.81	2.45	6.01
No degree from any institution as of June 2014	PRAT3Y = 3, 4	82.77	1.98	0.81	2.45	6.01
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	7.52	1.60	0.56	2.83	8.01
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	7.37	1.15	0.56	2.05	4.21
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.40	0.47	0.25	1.88	3.53
Attended more than one institution in 2011–12	STUDMULT > 1	3.76	0.65	0.41	1.61	2.58
Ever transferred through June 2014	TFNUM3Y > 0	15.72	1.52	0.78	1.96	3.83
Ever stopped out anywhere through June 2014	STNUM3Y > 0	19.88	1.67	0.85	1.96	3.83
Health care major when last enrolled through June 2014	MAJ14 = 14	9.70	1.24	0.63	1.95	3.82
Used academic advising services in 2011–12	USEACAD = 1	53.40	1.74	1.07	1.63	2.67
Received any aid in 2011–12	TOTAID > 0	81.16	1.96	0.84	2.34	5.48
Received any loans in 2011–12	TOTLOAN2 > 0	33.96	1.90	1.01	1.88	3.53
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	39.91	1.92	1.05	1.83	3.36
Received any untaxed benefits in 2014	FEDBEN14 = 1	19.74	1.63	0.85	1.92	3.68
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	21.74	2.19	0.88	2.48	6.14
Currently employed in 2014	JOBST14 = 1	67.78	3.30	1.67	1.97	3.90
Eligible for employer health insurance in 2014	JBEN14B = 1	59.63	4.08	2.09	1.95	3.82
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	47.17	7.12	2.12	3.35	11.24
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	37.44	4.50	2.30	1.96	3.83
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	40.67	4.99	2.33	2.14	4.57
Single parent in 2011–12	SINGLPAR = 1	5.96	1.10	0.51	2.17	4.73
Had two or more risk factors during 2011–12	RISKIND2 > 1	31.17	2.53	0.99	2.55	6.51
Single, not married as of 2014	SMAR14 = 1	84.37	1.87	0.78	2.40	5.77
Has any dependent children as of 2014	DEPANY14 = 1	20.17	1.72	0.86	2.00	4.00
Has a disability in 2014	DISABL14 = 1	12.16	1.42	0.70	2.04	4.15
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	14.82	1.35	0.76	1.77	3.15
Has any credit cards in 2014	CRDNUM14 = 1, 2	45.95	1.92	1.07	1.80	3.26
Pay off credit card balance each month in 2014	CRDPAY14 = 1	50.05	2.95	1.57	1.88	3.54

See notes at end of table.

Table H-17. Design effects for selected variables for first-time beginning Male, Hispanic or Latino students: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.10	4.56
Minimum	†	†	†	†	1.61	2.58
25th percentile	†	†	†	†	1.88	3.53
Median	†	†	†	†	1.96	3.83
75th percentile	†	†	†	†	2.34	5.48
Maximum	†	†	†	†	3.35	11.24

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-18. Design effects for selected variables for first-time beginning Male, Asian students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	71.88	4.06	2.05	1.99	3.95
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	9.05	1.94	1.31	1.49	2.21
No degree from any institution as of June 2014	PRAT3Y = 3, 4	90.95	1.94	1.31	1.49	2.21
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	0.73	0.46	0.39	1.18	1.38
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	3.50	1.08	0.84	1.29	1.65
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	2.86	1.17	0.76	1.55	2.39
Attended more than one institution in 2011–12	STUDMULT > 1	6.60	1.42	1.13	1.25	1.57
Ever transferred through June 2014	TFNUM3Y > 0	15.54	2.72	1.65	1.65	2.72
Ever stopped out anywhere through June 2014	STNUM3Y > 0	12.07	1.93	1.48	1.30	1.70
Health care major when last enrolled through June 2014	MAJ14 = 14	5.21	1.38	1.01	1.36	1.86
Used academic advising services in 2011–12	USEACAD = 1	65.96	3.46	2.16	1.61	2.58
Received any aid in 2011–12	TOTAID > 0	73.87	3.57	2.00	1.79	3.19
Received any loans in 2011–12	TOTLOAN2 > 0	28.50	2.70	2.05	1.31	1.72
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	33.78	2.84	2.15	1.32	1.74
Received any untaxed benefits in 2014	FEDBEN14 = 1	9.31	1.70	1.32	1.29	1.66
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	9.07	2.25	1.31	1.72	2.96
Currently employed in 2014	JOBST14 = 1	75.22	8.56	4.99	1.72	2.95
Eligible for employer health insurance in 2014	JBEN14B = 1	49.69	14.08	7.14	1.97	3.89
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	33.57	10.93	6.75	1.62	2.63
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	23.44	11.64	6.11	1.90	3.63
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	30.27	9.64	6.63	1.45	2.11
Single parent in 2011–12	SINGLPAR = 1	2.68	1.89	0.74	2.57	6.60
Had two or more risk factors during 2011–12	RISKIND2 > 1	19.76	4.36	1.81	2.41	5.80
Single, not married as of 2014	SMAR14 = 1	95.13	2.30	0.98	2.35	5.50
Has any dependent children as of 2014	DEPANY14 = 1	3.79	1.80	0.87	2.07	4.29
Has a disability in 2014	DISABL14 = 1	6.33	1.94	1.11	1.75	3.05
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	20.27	2.64	1.83	1.44	2.08
Has any credit cards in 2014	CRDNUM14 = 1, 2	53.61	3.21	2.27	1.41	2.00
Pay off credit card balance each month in 2014	CRDPAY14 = 1	77.92	3.97	2.58	1.54	2.36

See notes at end of table.

Table H-18. Design effects for selected variables for first-time beginning Male, Asian students: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	1.65	2.84
Minimum	†	†	†	†	1.18	1.38
25th percentile	†	†	†	†	1.36	1.86
Median	†	†	†	†	1.55	2.39
75th percentile	†	†	†	†	1.79	3.19
Maximum	†	†	†	†	2.57	6.60

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-19. Design effects for selected variables for first-time beginning Male students of other race/ethnicities including more than one race: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	58.99	3.87	2.09	1.85	3.43
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	14.63	2.52	1.50	1.68	2.81
No degree from any institution as of June 2014	PRAT3Y = 3, 4	85.37	2.52	1.50	1.68	2.81
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	4.24	1.16	0.86	1.35	1.82
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	8.78	1.99	1.20	1.65	2.73
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.18	0.57	0.46	1.24	1.53
Attended more than one institution in 2011–12	STUDMULT > 1	3.99	0.99	0.83	1.19	1.42
Ever transferred through June 2014	TFNUM3Y > 0	14.12	2.38	1.48	1.61	2.60
Ever stopped out anywhere through June 2014	STNUM3Y > 0	11.56	2.49	1.36	1.83	3.36
Health care major when last enrolled through June 2014	MAJ14 = 14	7.81	2.51	1.14	2.21	4.87
Used academic advising services in 2011–12	USEACAD = 1	58.83	3.60	2.09	1.73	2.98
Received any aid in 2011–12	TOTAID > 0	77.45	3.42	1.77	1.93	3.71
Received any loans in 2011–12	TOTLOAN2 > 0	43.68	3.76	2.11	1.79	3.19
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	49.90	3.91	2.12	1.84	3.39
Received any untaxed benefits in 2014	FEDBEN14 = 1	21.85	3.28	1.75	1.87	3.50
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	22.39	2.82	1.77	1.60	2.55
Currently employed in 2014	JOBST14 = 1	68.48	7.93	3.32	2.39	5.71
Eligible for employer health insurance in 2014	JBEN14B = 1	39.80	8.18	3.98	2.05	4.21
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	49.79	7.99	4.07	1.96	3.86
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	37.03	9.84	4.56	2.16	4.65
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	28.68	11.29	4.27	2.64	6.98
Single parent in 2011–12	SINGLPAR = 1	5.13	2.43	0.94	2.60	6.75
Had two or more risk factors during 2011–12	RISKIND2 > 1	27.13	3.33	1.89	1.77	3.12
Single, not married as of 2014	SMAR14 = 1	80.25	3.92	1.69	2.32	5.39
Has any dependent children as of 2014	DEPANY14 = 1	19.26	3.62	1.67	2.16	4.67
Has a disability in 2014	DISABL14 = 1	15.49	2.51	1.54	1.64	2.67
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	19.83	2.85	1.69	1.69	2.84
Has any credit cards in 2014	CRDNUM14 = 1, 2	36.36	3.58	2.04	1.75	3.08
Pay off credit card balance each month in 2014	CRDPAY14 = 1	61.46	6.39	3.28	1.95	3.80

See notes at end of table.

Table H-19. Design effects for selected variables for first-time beginning Male students of other race/ethnicities including more than one race: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	1.87	3.60
Minimum	†	†	†	†	1.19	1.42
25th percentile	†	†	†	†	1.68	2.81
Median	†	†	†	†	1.83	3.36
75th percentile	†	†	†	†	2.05	4.21
Maximum	†	†	†	†	2.64	6.98

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-20. Design effects for selected variables for first-time beginning Female, White students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	66.01	1.08	0.55	1.96	3.86
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	16.14	0.99	0.43	2.31	5.35
No degree from any institution as of June 2014	PRAT3Y = 3, 4	83.86	0.99	0.43	2.31	5.35
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	6.12	0.83	0.28	2.97	8.83
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	7.01	0.46	0.30	1.56	2.42
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.67	0.25	0.15	1.69	2.84
Attended more than one institution in 2011–12	STUDMULT > 1	5.47	0.42	0.26	1.60	2.55
Ever transferred through June 2014	TFNUM3Y > 0	19.63	0.93	0.46	2.02	4.08
Ever stopped out anywhere through June 2014	STNUM3Y > 0	15.66	0.77	0.42	1.83	3.37
Health care major when last enrolled through June 2014	MAJ14 = 14	21.56	0.86	0.48	1.79	3.21
Used academic advising services in 2011–12	USEACAD = 1	67.04	1.02	0.55	1.87	3.50
Received any aid in 2011–12	TOTAID > 0	81.15	0.87	0.45	1.91	3.64
Received any loans in 2011–12	TOTLOAN2 > 0	49.96	1.05	0.58	1.81	3.28
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	57.69	1.03	0.57	1.80	3.25
Received any untaxed benefits in 2014	FEDBEN14 = 1	20.00	0.98	0.46	2.12	4.49
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	23.65	1.07	0.49	2.17	4.73
Currently employed in 2014	JOBST14 = 1	72.16	2.33	0.95	2.46	6.07
Eligible for employer health insurance in 2014	JBEN14B = 1	46.36	2.61	1.26	2.08	4.32
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	48.31	3.09	1.26	2.45	6.01
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	35.46	2.93	1.30	2.24	5.04
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	32.00	2.76	1.27	2.17	4.71
Single parent in 2011–12	SINGLPAR = 1	9.41	0.82	0.34	2.41	5.81
Had two or more risk factors during 2011–12	RISKIND2 > 1	28.43	0.99	0.52	1.90	3.60
Single, not married as of 2014	SMAR14 = 1	77.14	0.91	0.49	1.86	3.45
Has any dependent children as of 2014	DEPANY14 = 1	20.66	0.77	0.47	1.63	2.67
Has a disability in 2014	DISABL14 = 1	13.13	0.71	0.39	1.80	3.26
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	25.12	0.82	0.50	1.63	2.66
Has any credit cards in 2014	CRDNUM14 = 1, 2	44.23	1.47	0.58	2.56	6.54
Pay off credit card balance each month in 2014	CRDPAY14 = 1	62.83	1.55	0.85	1.81	3.28

See notes at end of table.

Table H-20. Design effects for selected variables for first-time beginning Female, White students: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.03	4.21
Minimum	†	†	†	†	1.56	2.42
25th percentile	†	†	†	†	1.80	3.26
Median	†	†	†	†	1.91	3.64
75th percentile	†	†	†	†	2.24	5.04
Maximum	†	†	†	†	2.97	8.83

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-21. Design effects for selected variables for first-time beginning Female, Black or African American students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	53.78	1.96	1.05	1.87	3.51
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	15.38	1.49	0.76	1.97	3.86
No degree from any institution as of June 2014	PRAT3Y = 3, 4	84.62	1.49	0.76	1.97	3.86
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	7.14	1.17	0.54	2.16	4.67
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	5.15	0.81	0.46	1.74	3.04
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.16	0.30	0.22	1.34	1.80
Attended more than one institution in 2011–12	STUDMULT > 1	7.58	2.43	0.56	4.37	19.08
Ever transferred through June 2014	TFNUM3Y > 0	24.70	1.99	0.90	2.20	4.85
Ever stopped out anywhere through June 2014	STNUM3Y > 0	24.24	1.57	0.90	1.74	3.03
Health care major when last enrolled through June 2014	MAJ14 = 14	26.00	1.57	0.92	1.70	2.90
Used academic advising services in 2011–12	USEACAD = 1	58.36	1.81	1.03	1.75	3.07
Received any aid in 2011–12	TOTAID > 0	93.84	1.15	0.50	2.29	5.23
Received any loans in 2011–12	TOTLOAN2 > 0	65.55	2.62	1.00	2.63	6.92
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	75.67	1.77	0.90	1.97	3.86
Received any untaxed benefits in 2014	FEDBEN14 = 1	41.54	1.72	1.03	1.67	2.77
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	39.65	2.28	1.03	2.22	4.94
Currently employed in 2014	JOBST14 = 1	50.42	3.51	1.82	1.93	3.73
Eligible for employer health insurance in 2014	JBEN14B = 1	55.18	4.66	2.49	1.87	3.50
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	42.30	4.41	2.48	1.78	3.17
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	40.60	4.64	2.12	2.19	4.81
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	47.40	4.48	2.15	2.08	4.34
Single parent in 2011–12	SINGLPAR = 1	21.59	1.88	0.86	2.18	4.75
Had two or more risk factors during 2011–12	RISKIND2 > 1	36.66	2.55	1.01	2.52	6.35
Single, not married as of 2014	SMAR14 = 1	83.90	2.08	0.77	2.70	7.28
Has any dependent children as of 2014	DEPANY14 = 1	39.47	1.95	1.03	1.90	3.61
Has a disability in 2014	DISABL14 = 1	11.17	1.17	0.66	1.77	3.12
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	23.29	2.35	0.89	2.65	7.00
Has any credit cards in 2014	CRDNUM14 = 1, 2	37.68	2.37	1.02	2.33	5.44
Pay off credit card balance each month in 2014	CRDPAY14 = 1	57.52	3.68	1.80	2.04	4.18

See notes at end of table.

Table H-21. Design effects for selected variables for first-time beginning Female, Black or African American students: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.12	4.78
Minimum	†	†	†	†	1.34	1.80
25th percentile	†	†	†	†	1.78	3.17
Median	†	†	†	†	1.97	3.86
75th percentile	†	†	†	†	2.22	4.94
Maximum	†	†	†	†	4.37	19.08

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-22. Design effects for selected variables for first-time beginning Female, Hispanic or Latino students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	54.89	1.93	0.91	2.13	4.54
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	23.06	1.73	0.77	2.26	5.10
No degree from any institution as of June 2014	PRAT3Y = 3, 4	76.94	1.73	0.77	2.26	5.10
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	15.07	1.68	0.65	2.58	6.66
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	6.09	0.88	0.44	2.02	4.08
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	0.39	0.13	0.11	1.16	1.34
Attended more than one institution in 2011–12	STUDMULT > 1	4.00	0.70	0.36	1.95	3.82
Ever transferred through June 2014	TFNUM3Y > 0	16.86	1.26	0.68	1.85	3.41
Ever stopped out anywhere through June 2014	STNUM3Y > 0	20.18	1.60	0.73	2.18	4.77
Health care major when last enrolled through June 2014	MAJ14 = 14	26.03	2.48	0.80	3.10	9.63
Used academic advising services in 2011–12	USEACAD = 1	55.37	1.61	0.91	1.77	3.14
Received any aid in 2011–12	TOTAID > 0	83.60	1.82	0.68	2.70	7.29
Received any loans in 2011–12	TOTLOAN2 > 0	41.35	2.02	0.90	2.25	5.08
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	49.01	2.53	0.91	2.77	7.69
Received any untaxed benefits in 2014	FEDBEN14 = 1	33.13	2.35	0.86	2.74	7.49
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	27.63	1.86	0.82	2.28	5.18
Currently employed in 2014	JOBST14 = 1	58.16	3.21	1.48	2.17	4.73
Eligible for employer health insurance in 2014	JBEN14B = 1	50.68	4.28	1.90	2.25	5.06
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	48.68	4.04	1.90	2.12	4.51
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	36.54	3.94	1.77	2.22	4.94
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	34.51	3.85	1.75	2.20	4.84
Single parent in 2011–12	SINGLPAR = 1	11.22	1.18	0.58	2.05	4.22
Had two or more risk factors during 2011–12	RISKIND2 > 1	33.89	1.85	0.86	2.14	4.59
Single, not married as of 2014	SMAR14 = 1	77.81	1.56	0.76	2.06	4.26
Has any dependent children as of 2014	DEPANY14 = 1	29.60	2.12	0.83	2.55	6.49
Has a disability in 2014	DISABL14 = 1	11.42	1.22	0.58	2.10	4.43
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	19.75	1.45	0.73	1.99	3.97
Has any credit cards in 2014	CRDNUM14 = 1, 2	47.56	1.85	0.91	2.04	4.15
Pay off credit card balance each month in 2014	CRDPAY14 = 1	57.67	2.62	1.31	2.00	4.01

See notes at end of table.

Table H-22. Design effects for selected variables for first-time beginning Female, Hispanic or Latino students: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.20	4.98
Minimum	†	†	†	†	1.16	1.34
25th percentile	†	†	†	†	2.04	4.15
Median	†	†	†	†	2.17	4.73
75th percentile	†	†	†	†	2.26	5.10
Maximum	†	†	†	†	3.10	9.63

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-23. Design effects for selected variables for first-time beginning Female, Asian students: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	80.09	3.73	1.63	2.29	5.26
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	8.39	1.41	1.13	1.24	1.55
No degree from any institution as of June 2014	PRAT3Y = 3, 4	91.61	1.41	1.13	1.24	1.55
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	1.90	0.55	0.56	0.98	0.97
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	3.21	0.96	0.72	1.33	1.77
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	3.19	1.11	0.72	1.55	2.41
Attended more than one institution in 2011–12	STUDMULT > 1	5.75	1.25	0.95	1.31	1.73
Ever transferred through June 2014	TFNUM3Y > 0	16.00	2.97	1.49	1.99	3.96
Ever stopped out anywhere through June 2014	STNUM3Y > 0	10.31	2.58	1.24	2.08	4.32
Health care major when last enrolled through June 2014	MAJ14 = 14	16.57	2.19	1.52	1.44	2.08
Used academic advising services in 2011–12	USEACAD = 1	71.30	3.04	1.84	1.65	2.72
Received any aid in 2011–12	TOTAID > 0	76.86	3.30	1.72	1.92	3.68
Received any loans in 2011–12	TOTLOAN2 > 0	35.99	2.88	1.96	1.47	2.17
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	42.22	3.12	2.01	1.55	2.41
Received any untaxed benefits in 2014	FEDBEN14 = 1	15.23	2.10	1.46	1.44	2.06
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	8.79	1.42	1.15	1.23	1.51
Currently employed in 2014	JOBST14 = 1	56.81	11.03	4.74	2.33	5.41
Eligible for employer health insurance in 2014	JBEN14B = 1	44.15	15.60	6.16	2.53	6.41
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	49.23	18.18	6.20	2.93	8.59
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	35.68	10.76	5.73	1.88	3.53
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	21.62	8.63	4.92	1.75	3.07
Single parent in 2011–12	SINGLPAR = 1	2.24	0.73	0.60	1.21	1.46
Had two or more risk factors during 2011–12	RISKIND2 > 1	13.36	3.53	1.39	2.55	6.49
Single, not married as of 2014	SMAR14 = 1	89.55	3.50	1.25	2.81	7.87
Has any dependent children as of 2014	DEPANY14 = 1	7.64	2.78	1.08	2.57	6.59
Has a disability in 2014	DISABL14 = 1	9.08	2.59	1.17	2.21	4.89
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	24.55	2.31	1.75	1.32	1.74
Has any credit cards in 2014	CRDNUM14 = 1, 2	54.03	3.42	2.03	1.68	2.83
Pay off credit card balance each month in 2014	CRDPAY14 = 1	73.62	3.72	2.43	1.54	2.36

See notes at end of table.

Table H-23. Design effects for selected variables for first-time beginning Female, Asian students: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	1.79	3.50
Minimum	†	†	†	†	0.98	0.97
25th percentile	†	†	†	†	1.33	1.77
Median	†	†	†	†	1.65	2.72
75th percentile	†	†	†	†	2.21	4.89
Maximum	†	†	†	†	2.93	8.59

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table H-24. Design effects for selected variables for first-time beginning Female students of other race/ethnicities including more than one race: 2014

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Still enrolled at any institution through June 2014	PRAT3Y = 1, 3	56.72	3.76	1.79	2.10	4.42
Attained degree at any institution through June 2014	PRAT3Y = 1, 2	17.16	3.59	1.36	2.64	6.97
No degree from any institution as of June 2014	PRAT3Y = 3, 4	82.84	3.59	1.36	2.64	6.97
Earned a certificate anywhere through June 2014	PROUTF3Y = 3	9.89	3.46	1.08	3.21	10.33
Earned an associate's degree anywhere through June 2014	PROUTF3Y = 2	4.71	1.14	0.76	1.49	2.22
Earned a bachelor's degree anywhere through June 2014	PROUTF3Y = 1	1.30	0.55	0.41	1.35	1.82
Attended more than one institution in 2011–12	STUDMULT > 1	6.80	1.31	0.91	1.44	2.06
Ever transferred through June 2014	TFNUM3Y > 0	15.87	1.90	1.32	1.44	2.08
Ever stopped out anywhere through June 2014	STNUM3Y > 0	15.89	2.12	1.32	1.61	2.58
Health care major when last enrolled through June 2014	MAJ14 = 14	24.11	3.50	1.54	2.27	5.15
Used academic advising services in 2011–12	USEACAD = 1	56.77	3.61	1.79	2.02	4.07
Received any aid in 2011–12	TOTAID > 0	83.95	2.79	1.33	2.11	4.43
Received any loans in 2011–12	TOTLOAN2 > 0	47.04	3.25	1.80	1.81	3.26
Received any loans (Stafford, Perkins, or PLUS) through June 2014	T4TCUM14 > 0	53.89	3.18	1.80	1.77	3.12
Received any untaxed benefits in 2014	FEDBEN14 = 1	30.74	2.99	1.67	1.80	3.23
Currently repaying education loans (for students with loans) in 2014	RPYSL14 = 1	28.60	2.64	1.63	1.62	2.62
Currently employed in 2014	JOBST14 = 1	73.52	5.06	2.77	1.83	3.33
Eligible for employer health insurance in 2014	JBEN14B = 1	31.98	7.20	3.63	1.98	3.93
Consider current job related to intended future work in 2014	JOBRLFT14 = 1	40.05	7.40	3.81	1.94	3.76
Currently looking for job, for unemployed in 2014	UNEMPL14 = 1	30.81	6.20	3.76	1.65	2.73
Ever unemployed for more than 3 months (students not currently enrolled) through June 2014	UNEMPM14 > 3	44.75	11.03	4.05	2.73	7.43
Single parent in 2011–12	SINGLPAR = 1	17.86	3.19	1.38	2.31	5.33
Had two or more risk factors during 2011–12	RISKIND2 > 1	30.29	3.71	1.66	2.24	5.00
Single, not married as of 2014	SMAR14 = 1	80.45	2.58	1.43	1.80	3.25
Has any dependent children as of 2014	DEPANY14 = 1	25.28	4.39	1.57	2.80	7.84
Has a disability in 2014	DISABL14 = 1	12.77	2.29	1.21	1.90	3.60
Missed school/work at least once in past 30 days 2012	MISSH = 2,3,4,5	27.14	2.90	1.61	1.81	3.27
Has any credit cards in 2014	CRDNUM14 = 1, 2	41.69	3.27	1.78	1.84	3.37
Pay off credit card balance each month in 2014	CRDPAY14 = 1	51.56	5.03	2.88	1.75	3.06

See notes at end of table.

Table H-24. Design effects for selected variables for first-time beginning Female students of other race/ethnicities including more than one race: 2014—Continued

Variable description	Definition	Percent estimate	Design standard error	Simple random sample standard error	DEFT ¹	DEFF ²
Summary statistics						
Mean	†	†	†	†	2.00	4.18
Minimum	†	†	†	†	1.35	1.82
25th percentile	†	†	†	†	1.75	3.06
Median	†	†	†	†	1.84	3.37
75th percentile	†	†	†	†	2.24	5.00
Maximum	†	†	†	†	3.21	10.33

† Not applicable.

¹ DEFT is the square root of DEFF and can also be defined as the ratio of the design-based standard error over the standard error that would have been obtained from a simple random sample of the same size (if that were practical).

² DEFF is the survey design effect for a statistic and is defined as the ratio of the design-based variance estimate over the variance estimate that would have been obtained from a simple random sample of the same size (if that were practical).

NOTE: Responses that include logical skips, not applicable, missing, unknown, or multiple possible answers were excluded from analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Appendix I: Nonresponse Bias Analyses

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Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Institution strata														
Public less-than-2-year	120	60	0.19	0.14	0.28	-0.04*	-31.40	-0.04*	-31.40	0.19	0.19	#	#	
Public 2-year	7,300	3,520	37.41	34.14	44.06	-3.28*	-9.60	-3.28*	-9.60	37.31	37.31	#	#	
Public 4-year non-doctorate-granting	1,390	510	11.16	11.03	11.41	-0.13	-1.14	-0.13	-1.14	11.21	11.21	#	#	
Public 4-year doctorate-granting	2,910	700	22.54	25.67	16.18	3.13*	12.21	3.13*	12.21	22.72	22.72	#	#	
Private nonprofit less-than-4-year	280	140	0.37	0.32	0.49	-0.06	-18.32	-0.06	-18.32	0.37	0.37	#	#	
Private nonprofit 4-year non-doctorate-granting	1,800	520	8.30	9.27	6.34	0.97*	10.44	0.97*	10.44	8.37	8.37	#	#	
Private nonprofit 4-year doctorate-granting	2,340	460	8.82	10.63	5.17	1.80*	16.98	1.80*	16.98	8.90	8.90	#	#	
Private for-profit less-than-2-year	850	630	3.33	2.32	5.37	-1.01*	-43.30	-1.01*	-43.30	3.21	3.21	#	#	
Private for-profit 2-year	1,970	1,120	3.19	2.47	4.65	-0.72*	-29.23	-0.72*	-29.23	3.09	3.09	#	#	
Private for-profit 4-year	5,820	3,130	4.69	4.01	6.05	-0.67*	-16.74	-0.67*	-16.74	4.64	4.64	#	#	

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷													
New England	1,230	440	5.83	5.96	5.57	0.13	2.18	0.13	2.18	5.84	5.84	#	#
Mid East	3,960	1,540	15.25	15.36	15.03	0.11	0.70	0.11	0.70	15.25	15.25	#	#
Great Lakes	3,730	1,740	14.93	15.33	14.10	0.41	2.65	0.41	2.65	14.96	14.96	#	#
Plains	1,790	660	7.45	7.76	6.81	0.31	4.05	0.31	4.05	7.46	7.46	#	#
Southeast	5,670	2,510	23.76	24.11	23.05	0.35	1.46	0.35	1.46	23.78	23.78	#	#
Southwest	3,150	1,540	12.99	11.82	15.34	-1.16*	-9.82	-1.16*	-9.82	12.92	12.92	#	#
Rocky Mountains	1,090	520	3.94	3.98	3.86	0.04	0.95	0.04	0.95	3.94	3.94	#	#
Far West	4,150	1,820	15.86	15.67	16.23	-0.19	-1.19	-0.19	-1.19	15.84	15.84	#	#
Age as of Dec. 31, 2011													
15–23	20,270	7,870	86.88	89.74	81.08	2.86*	3.19	2.86*	3.19	87.07	87.07	#	#
24–29	2,020	1,330	5.77	4.42	8.51	-1.35*	-30.59	-1.35*	-30.59	5.68	5.68	#	#
30 or more	2,480	1,570	7.36	5.85	10.42	-1.51*	-25.82	-1.51*	-25.82	7.25	7.25	#	#
CPS record available													
Yes	21,640	8,800	79.73	82.33	74.47	2.60*	3.15	2.60*	3.15	79.76	80.02	0.25	0.32
No	3,120	1,970	20.27	17.67	25.53	-2.60*	-14.69	-2.60*	-14.69	20.24	19.98	-0.25	-1.26
Federal aid status													
Received	17,530	6,810	65.26	67.46	60.79	2.20*	3.27	2.20*	3.27	65.30	65.30	#	#
Did not receive	4,340	1,500	23.48	25.04	20.33	1.56*	6.21	1.56*	6.21	23.58	23.58	#	#
Unknown	2,890	2,470	11.26	7.50	18.88	-3.76*	-50.17	-3.76*	-50.17	11.12	11.12	#	#

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Pell Grant status													
Received	14,570	6,530	48.45	47.46	50.46	-0.99*	-2.08	-0.99*	-2.08	48.35	48.35	#	#
Did not receive	10,200	4,250	51.55	52.54	49.54	0.99*	1.88	0.99*	1.88	51.65	51.65	#	#
Total Pell amount received ⁸													
\$0 or unknown	10,200	4,250	51.55	52.54	49.54	0.99*	1.88	0.99*	1.88	51.65	51.65	#	#
\$1–\$2,774	3,890	2,210	13.80	12.59	16.24	-1.20*	-9.55	-1.20*	-9.55	13.73	13.73	#	#
\$2,775–\$5,549	5,650	2,600	18.82	18.13	20.22	-0.69*	-3.82	-0.69*	-3.82	18.76	18.76	#	#
\$5,550 or more	5,040	1,720	15.83	16.74	14.00	0.91*	5.42	0.91*	5.42	15.86	15.86	#	#
Stafford Loan status													
Received	14,900	5,930	47.74	50.18	42.78	2.44*	4.87	2.44*	4.87	47.75	47.75	#	#
Did not receive	9,870	4,850	52.26	49.82	57.22	-2.44*	-4.90	-2.44*	-4.90	52.25	52.25	#	#
Total Stafford amount received ⁸													
\$0 or unknown	9,870	4,850	52.26	49.82	57.22	-2.44*	-4.90	-2.44*	-4.90	52.25	52.25	#	#
\$1–\$4,699	3,520	1,910	13.62	13.17	14.54	-0.45	-3.45	-0.45	-3.45	13.59	13.59	#	#
\$4,700–\$6,500	6,060	1,940	24.12	27.04	18.20	2.92*	10.80	2.92*	10.80	24.22	24.22	#	#
\$6,501–\$9,500	4,890	1,900	9.32	9.34	9.28	0.02	0.20	0.02	0.20	9.27	9.27	#	#
\$9,501 or more	420	190	0.68	0.64	0.76	-0.04	-6.62	-0.04	-6.62	0.68	0.68	#	#
Institutional aid status													
Received	5,530	1,380	28.30	32.10	20.59	3.80*	11.85	3.80*	11.85	28.47	28.47	#	#
Did not receive	16,490	7,730	64.78	61.35	71.74	-3.43*	-5.60	-3.43*	-5.60	64.63	64.63	#	#
Unknown	2,750	1,660	6.93	6.55	7.68	-0.37	-5.67	-0.37	-5.67	6.90	6.90	#	#
State aid status													
Received	4,530	1,270	21.68	23.85	17.28	2.17*	9.11	2.17*	9.11	21.79	21.79	#	#
Did not receive	17,490	7,840	71.40	69.59	75.05	-1.80*	-2.59	-1.80*	-2.59	71.31	71.31	#	#
Unknown	2,750	1,660	6.93	6.55	7.68	-0.37	-5.67	-0.37	-5.67	6.90	6.90	#	#

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted		Full sample	Non-		Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴		Estimated bias ⁶	Relative bias ²
	Unweighted respondent	non-respondents		Respondents	respondents					Respondents, nonresponse adjusted ⁵			
Major (2-digit CIP)													
Agriculture, Agriculture Operations, and Related Sciences	100	40	0.59	0.58	0.62	-0.01	-1.91	-0.01	-1.91	0.59	0.53	-0.07	-12.31
Natural Resources and Conservation	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	280	70	1.56	1.70	1.28	0.14	8.21	0.14	8.21	1.57	1.56	-0.01	-0.74
Communications Technologies/Technicians and Support Services	140	60	0.32	0.32	0.32	#	-0.01	#	-0.01	0.32	0.31	-0.01	-4.13
Computer and Information Sciences and Support Services	1,410	660	2.24	2.15	2.43	-0.09	-4.27	-0.09	-4.27	2.23	2.21	-0.02	-0.94
Personal and Culinary Services	1,120	630	2.73	2.13	3.94	-0.60*	-28.09	-0.60*	-28.09	2.67	2.57	-0.10	-3.87
Education	610	180	3.15	3.40	2.65	0.25*	7.32	0.25*	7.32	3.16	3.21	0.05	1.67

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Engineering	480	120	2.96	3.32	2.22	0.36*	10.88	0.36*	10.88	2.98	2.97	-0.01	-0.34
Engineering Technologies/ Technicians	800	560	1.59	1.51	1.74	-0.08	-5.09	-0.08	-5.09	1.58	1.57	-0.01	-0.80
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Family and Consumer Sciences/ Human Sciences	180	70	0.82	0.79	0.88	-0.03	-3.72	-0.03	-3.72	0.82	0.85	0.04	4.38
Legal Professions and Studies	130	70	0.41	0.45	0.35	0.03	7.00	0.03	7.00	0.41	0.45	0.04	8.09
English Language and Literature/ Letters	180	60	0.87	0.95	0.72	0.08	7.96	0.08	7.96	0.88	0.87	#	-0.39
Liberal Arts and Sciences, General Studies and Humanities	2,780	1,080	18.08	17.59	19.05	-0.48	-2.74	-0.48	-2.74	18.09	18.58	0.49	2.61
Library Science	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Biological and Biomedical Sciences	590	110	3.37	3.92	2.24	0.55*	14.15	0.55*	14.15	3.39	3.49	0.10	2.87
Mathematics and Statistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted		Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴		Estimated bias ⁶	Relative bias ²
	Unweighted respondent	non-respondents								Respondents, nonresponse adjusted ⁵			
Major (2-digit CIP) —Continued													
Multi/Interdisciplinary Studies	370	110	1.96	2.25	1.38	0.29*	12.81	0.29*	12.81	1.97	2.19	0.22	9.94
Parks, Recreation, Leisure, and Fitness Studies	210	80	1.25	1.23	1.29	-0.02	-1.71	-0.02	-1.71	1.26	1.09	-0.17*	-15.92
Philosophy and Religious Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Theology and Religious Vocations	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Physical Sciences	150	30	0.85	1.01	0.50	0.17*	16.62	0.17*	16.62	0.85	0.94	0.09	9.58
Science Technologies/Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Psychology	420	120	2.31	2.54	1.85	0.23*	8.97	0.23*	8.97	2.33	2.40	0.07	2.91
Security and Protective Services	1,040	540	3.36	3.12	3.85	-0.24	-7.75	-0.24	-7.75	3.35	3.27	-0.08	-2.48
Public Administration and Social Service Professions	150	80	0.62	0.56	0.73	-0.06	-10.03	-0.06	-10.03	0.62	0.56	-0.05	-9.72
Social Sciences	290	80	1.64	1.78	1.37	0.14	7.67	0.14	7.67	1.65	1.59	-0.06	-3.97
Construction Trades	150	140	0.44	0.30	0.74	-0.14*	-48.51	-0.14*	-48.51	0.44	0.41	-0.02	-5.44

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

Variable	Before nonresponse weight adjustment									After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non- respondents	Full sample	Respondents	Non- respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Mechanic and Repair Technologies/ Technicians	710	520	2.24	1.52	3.70	-0.72*	-47.33	-0.72*	-47.33	2.20	1.73	-0.47*	-27.37
Precision Production	220	170	0.69	0.52	1.03	-0.17*	-32.33	-0.17*	-32.33	0.68	0.63	-0.05	-7.24
Transportation and Materials Moving	70	50	0.20	0.13	0.36	-0.07*	-57.52	-0.07*	-57.52	0.20	0.14	-0.06*	-45.62
Visual and Performing Arts	1,370	500	3.69	3.94	3.18	0.25*	6.34	0.25*	6.34	3.70	3.79	0.09	2.46
Health Professions and Related Clinical Sciences	4,270	2,010	10.32	9.75	11.46	-0.56*	-5.79	-0.56*	-5.79	10.23	10.41	0.17	1.68
Business, Management, Marketing, and Related Support Services	2,530	1,170	9.85	9.63	10.29	-0.22	-2.24	-0.22	-2.24	9.86	9.71	-0.16	-1.60
History (new)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Unknown	3,650	1,340	19.53	20.48	17.61	0.95*	4.63	0.95*	4.63	19.59	19.74	0.15	0.75

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents		Full sample	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴		Respondents, nonresponse adjusted ⁵	
												Estimated bias ⁶	Relative bias ²
Institution total enrollment ⁸													
0–2,628	6,490	3,450	14.27	13.16	16.53	-1.11*	-8.46	-1.11*	-8.46	14.11	14.11	#	#
2,629–10,233	7,350	3,000	24.12	24.13	24.10	0.01	0.05	0.01	0.05	24.15	24.15	#	#
10,234–26,884	5,930	2,390	32.61	32.89	32.05	0.28	0.84	0.28	0.84	32.69	32.69	#	#
26,885 or more	5,000	1,940	28.99	29.82	27.32	0.82	2.76	0.82	2.76	29.04	29.04	#	#
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸													
64% or less	6,650	2,540	34.50	35.41	32.66	0.91*	2.57	0.91*	2.57	34.55	35.85	1.29*	3.60
65%–80%	6,940	3,570	29.30	27.76	32.43	-1.54*	-5.56	-1.54*	-5.56	29.23	28.33	-0.91*	-3.20
81%–92%	6,710	3,140	20.66	20.01	21.99	-0.66	-3.28	-0.66	-3.28	20.62	20.27	-0.35	-1.74
93% or more	4,430	1,510	15.27	16.58	12.62	1.31*	7.90	1.31*	7.90	15.33	15.29	-0.05	-0.31
Unknown	50	30	0.26	0.24	0.30	-0.02	-8.62	-0.02	-8.62	0.26	0.27	0.01	4.76

See notes at end of table.

Table I-1. Student-level (study member) nonresponse bias analysis for selected variables for students in all institutions: 2014—Continued

Variable	Before nonresponse weight adjustment									After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸													
23.64% or less	7,530	3,840	31.85	29.09	37.44	-2.76*	-9.48	-2.76*	-9.48	31.76	32.01	0.25	0.78
23.65%–41.64%	5,840	2,770	21.51	20.50	23.57	-1.01*	-4.94	-1.01*	-4.94	21.54	20.80	-0.74	-3.55
41.65%–60.34%	4,150	1,400	19.09	20.68	15.88	1.58*	7.66	1.58*	7.66	19.19	18.87	-0.32	-1.67
60.35% or more	5,540	1,700	22.97	26.24	16.35	3.27*	12.45	3.27*	12.45	23.07	23.82	0.74*	3.13
Unknown	1,710	1,070	4.57	3.49	6.76	-1.08*	-31.04	-1.08*	-31.04	4.45	4.50	0.06	1.29

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷														
New England	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Mid East	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Great Lakes	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Plains	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Southeast	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Southwest	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Rocky Mountains	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Far West	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Age as of Dec 31, 2011														
15–23	80	40	63.91	63.04	64.82	-0.87	-1.39	-0.87	-1.39	63.86	62.53	-1.33	-2.13	
24–29	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
30 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
CPS record available														
Yes	100	50	73.88	82.10	65.33	8.22	10.01	8.22*	10.01	73.97	77.78	3.81	4.90	
No	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Federal aid status														
Received	90	40	63.83	71.31	56.06	7.48*	10.49	7.48*	10.49	63.85	66.63	2.78	4.17	
Did not receive	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Pell Grant status													
Received	70	30	55.42	62.18	48.40	6.76*	10.87	6.76	10.87	55.45	58.53	3.08	5.26
Did not receive	50	30	44.58	37.82	51.60	-6.76*	-17.88	-6.76	-17.88	44.55	41.47	-3.08	-7.43
Total Pell amount received ⁸													
\$0 or unknown	50	30	44.58	37.82	51.60	-6.76*	-17.88	-6.76	-17.88	44.55	41.47	-3.08	-7.43
\$1–\$2,774	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
\$2,775–\$5,549	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
\$5,550 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Stafford Loan status													
Received	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Did not receive	70	40	58.44	55.62	61.38	-2.82	-5.08	-2.82	-5.08	58.42	58.10	-0.31	-0.54
Total Stafford amount received ⁸													
\$0 or unknown	70	40	58.44	55.62	61.38	-2.82	-5.08	-2.82	-5.08	58.42	58.10	-0.31	-0.54
\$1–\$4,699	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
\$4,700–\$6,500	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
\$6,501–\$9,500	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
\$9,501 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Institutional aid status													
Received	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Did not receive	120	60	96.10	92.34	100.00	-3.75	-4.07	-3.75	-4.07	96.07	92.47	-3.60	-3.89
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State aid status													
Received	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Did not receive	110	60	91.12	88.33	94.02	-2.79	-3.16	-2.79	-3.16	91.14	88.10	-3.03	-3.44
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP)														
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Natural Resources and Conservation	†	†	†	†	†	†	†	†	†	†	†	†	†	
Architecture and Related Services	†	†	†	†	†	†	†	†	†	†	†	†	†	
Area, Ethnic, Cultural, and Gender Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	
Communication, Journalism, and Related Programs	†	†	†	†	†	†	†	†	†	†	†	†	†	
Communications Technologies/Technicians and Support Services	†	†	†	†	†	†	†	†	†	†	†	†	†	
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Personal and Culinary Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Education	†	†	†	†	†	†	†	†	†	†	†	†	†	

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Engineering	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Engineering Technologies/ Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Family and Consumer Sciences/ Human Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Legal Professions and Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
English Language and Literature/ Letters	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Liberal Arts and Sciences, General Studies and Humanities	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Library Science	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Biological and Biomedical Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Mathematics and Statistics	†	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents		Full sample	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Multi/Interdisciplinary Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Parks, Recreation, Leisure, and Fitness Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Philosophy and Religious Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Theology and Religious Vocations	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Physical Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Science Technologies/Technicians	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Psychology	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Security and Protective Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Public Administration and Social Service Professions	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Social Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Construction Trades	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Mechanic and Repair Technologies/Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Precision Production	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Transportation and Materials Moving	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Visual and Performing Arts	†	†	†	†	†	†	†	†	†	†	†	†	†
Health Professions and Related Clinical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Business, Management, Marketing, and Related Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
History (new)	†	†	†	†	†	†	†	†	†	†	†	†	†
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Institution total enrollment ⁸													
0–2,628	120	60	99.70	99.41	100.00	-0.29	-0.29	-0.29	-0.29	99.70	99.32	-0.37	-0.38
2,629–10,233	†	†	†	†	†	†	†	†	†	†	†	†	†
10,234–26,884	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
26,885 or more	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-2. Student-level (study member) nonresponse bias analysis for selected variables for students in public less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment										After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸														
64% or less	†	†	†	†	†	†	†	†	†	†	†	†	†	
65%–80%	†	†	†	†	†	†	†	†	†	†	†	†	†	
81%–92%	†	†	†	†	†	†	†	†	†	†	†	†	†	
93% or more	†	†	†	†	†	†	†	†	†	†	†	†	†	
Unknown	†	†	†	†	†	†	†	†	†	†	†	†	†	

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014

Variable	Before nonresponse weight adjustment								After non-response weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷														
New England	260	110	4.06	4.09	3.99	0.04	0.95	0.04	0.95	4.07	4.09	0.03	0.67	
Mid East	870	440	13.32	13.03	13.77	-0.29	-2.23	-0.29	-2.23	13.30	12.91	-0.39	-2.99	
Great Lakes	1,350	730	14.80	15.21	14.17	0.40	2.65	0.40	2.65	14.82	15.28	0.46	3.04	
Plains	460	190	7.79	8.18	7.18	0.39	4.72	0.39	4.72	7.81	7.84	0.03	0.42	
Southeast	1,780	780	19.75	19.83	19.63	0.08	0.40	0.08	0.40	19.78	20.09	0.31	1.54	
Southwest	900	480	16.30	15.44	17.66	-0.86	-5.57	-0.86	-5.57	16.25	16.23	-0.02	-0.12	
Rocky Mountains	280	130	2.71	2.70	2.73	-0.01	-0.41	-0.01	-0.41	2.71	2.57	-0.14	-5.40	
Far West	1,400	660	21.26	21.52	20.86	0.26	1.19	0.26	1.19	21.26	20.98	-0.29	-1.38	
Age as of Dec 31, 2011														
15–23	5,960	2,690	81.55	83.64	78.27	2.09*	2.50	2.09*	2.50	81.66	81.43	-0.23	-0.28	
24–29	570	350	8.45	7.57	9.84	-0.88*	-11.66	-0.88*	-11.66	8.40	8.63	0.23	2.64	
30 or more	760	470	10.00	8.79	11.89	-1.21*	-13.73	-1.21*	-13.73	9.94	9.94	#	0.03	
CPS record available														
Yes	5,810	2,410	75.08	78.65	69.48	3.57*	4.53	3.57*	4.53	75.21	75.69	0.48	0.63	
No	1,490	1,110	24.92	21.35	30.52	-3.57*	-16.70	-3.57*	-16.70	24.79	24.31	-0.48	-1.96	
Federal aid status														
Received	4,570	1,860	59.42	61.95	55.44	2.53*	4.09	2.53*	4.09	59.55	59.53	-0.01	-0.02	
Did not receive	1,970	720	25.63	28.81	20.63	3.18*	11.05	3.18*	11.05	25.73	26.41	0.68	2.56	
Unknown	760	940	14.95	9.24	23.93	-5.72*	-61.88	-5.72*	-61.88	14.72	14.06	-0.66	-4.72	

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Pell Grant status													
Received	4,280	1,820	54.80	56.76	51.71	1.97*	3.47	1.97*	3.47	54.89	55.29	0.39	0.71
Did not receive	3,020	1,700	45.20	43.24	48.29	-1.97*	-4.55	-1.97*	-4.55	45.11	44.71	-0.39	-0.88
Total Pell amount received ⁸													
\$0 or unknown	3,020	1,700	45.20	43.24	48.29	-1.97*	-4.55	-1.97*	-4.55	45.11	44.71	-0.39	-0.88
\$1–\$2,774	1,410	730	18.73	17.80	20.19	-0.93	-5.23	-0.93	-5.23	18.72	18.89	0.18	0.94
\$2,775–\$5,549	1,840	760	23.05	24.21	21.23	1.16*	4.78	1.16*	4.78	23.10	23.16	0.06	0.25
\$5,550 or more	1,040	340	13.01	14.75	10.28	1.74*	11.79	1.74*	11.79	13.08	13.24	0.16	1.18
Stafford Loan status													
Received	1,820	800	24.54	25.32	23.31	0.78	3.09	0.78	3.09	24.58	24.33	-0.26	-1.05
Did not receive	5,480	2,720	75.46	74.68	76.69	-0.78	-1.05	-0.78	-1.05	75.42	75.67	0.26	0.34
Total Stafford amount received ⁸													
\$0 or unknown	5,480	2,720	75.46	74.68	76.69	-0.78	-1.05	-0.78	-1.05	75.42	75.67	0.26	0.34
\$1–\$4,699	990	480	13.63	13.27	14.20	-0.36	-2.73	-0.36	-2.73	13.64	13.03	-0.62	-4.74
\$4,700–\$6,500	560	210	6.93	7.39	6.20	0.46	6.27	0.46	6.27	6.95	6.93	-0.02	-0.28
\$6,501–\$9,500	270	100	3.97	4.64	2.91	0.68*	14.54	0.68*	14.54	3.99	4.36	0.38	8.64
\$9,501 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Institutional aid status													
Received	980	400	13.61	14.25	12.59	0.64	4.52	0.64	4.52	13.64	13.12	-0.52	-3.95
Did not receive	5,630	2,700	78.15	77.67	78.90	-0.48	-0.61	-0.48	-0.61	78.12	78.15	0.03	0.04
Unknown	690	430	8.24	8.08	8.51	-0.17	-2.07	-0.17	-2.07	8.24	8.72	0.49	5.57
State aid status													
Received	1,420	510	17.40	17.91	16.60	0.51	2.85	0.51	2.85	17.44	16.80	-0.64	-3.80
Did not receive	5,190	2,580	74.36	74.01	74.89	-0.34	-0.46	-0.34	-0.46	74.32	74.48	0.15	0.21
Unknown	690	430	8.24	8.08	8.51	-0.17	-2.07	-0.17	-2.07	8.24	8.72	0.49	5.57

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment										After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP)														
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Natural Resources and Conservation	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Architecture and Related Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Communications Technologies/Technicians and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Computer and Information Sciences and Support Services	190	110	2.10	1.96	2.31	-0.14	-6.92	-0.14	-6.92	2.09	1.91	-0.18	-9.53	
Personal and Culinary Services	220	110	1.82	1.77	1.89	-0.04	-2.45	-0.04	-2.45	1.82	1.73	-0.09	-5.05	
Education	160	80	2.06	1.98	2.20	-0.09	-4.41	-0.09	-4.41	2.07	1.93	-0.14	-7.07	

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Engineering	50	30	1.00	0.91	1.15	-0.09	-10.15	-0.09	-10.15	1.01	0.85	-0.16	-18.46
Engineering Technologies/ Technicians	220	110	2.26	2.45	1.97	0.19	7.66	0.19	7.66	2.27	2.45	0.18	7.32
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Family and Consumer Sciences/ Human Sciences	120	50	1.31	1.21	1.46	-0.10	-8.00	-0.10	-8.00	1.30	1.37	0.07	4.97
Legal Professions and Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
English Language and Literature/ Letters	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Liberal Arts and Sciences, General Studies and Humanities	1,840	800	31.86	32.68	30.55	0.83	2.54	0.83	2.54	31.90	33.02	1.12	3.38
Library Science	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Biological and Biomedical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Mathematics and Statistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment										After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Multi/Interdisciplinary Studies	100	30	1.41	1.52	1.23	0.11	7.47	0.11	7.47	1.41	1.47	0.07	4.59	
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Philosophy and Religious Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Theology and Religious Vocations	†	†	†	†	†	†	†	†	†	†	†	†	†	
Physical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Science Technologies/Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Psychology	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Security and Protective Services	320	150	4.65	4.56	4.79	-0.09	-1.92	-0.09	-1.92	4.64	4.53	-0.11	-2.49	
Public Administration and Social Service Professions	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Social Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Construction Trades	100	100	0.87	0.66	1.20	-0.21*	-31.43	-0.21*	-31.43	0.86	0.85	-0.01	-1.37	

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents		Full sample	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Mechanic and Repair Technologies/Technicians	260	220	2.55	2.07	3.29	-0.47*	-22.78	-0.47*	-22.78	2.53	1.98	-0.55*	-27.64
Precision Production	140	110	1.29	1.09	1.60	-0.20	-18.13	-0.20	-18.13	1.28	1.19	-0.09	-7.60
Transportation and Materials Moving	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Visual and Performing Arts	190	80	2.65	2.59	2.74	-0.06	-2.23	-0.06	-2.23	2.65	2.69	0.05	1.71
Health Professions and Related Clinical Sciences	860	360	9.07	9.33	8.67	0.26	2.77	0.26	2.77	9.07	9.38	0.31	3.26
Business, Management, Marketing, and Related Support Services	620	300	8.55	8.92	7.97	0.37	4.15	0.37	4.15	8.56	9.05	0.50	5.50
History (new)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Unknown	1,430	650	19.40	19.40	19.40	#	0.01	#	0.01	19.40	19.02	-0.37	-1.97

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Institution total enrollment ^a													
0–2,628	200	100	2.68	2.74	2.58	0.06	2.18	0.06	2.18	2.67	2.86	0.18	6.44
2,629–10,233	2,030	1,000	25.80	24.53	27.80	-1.27*	-5.19	-1.27*	-5.19	25.80	24.93	-0.87	-3.47
10,234–26,884	3,200	1,530	43.36	44.15	42.11	0.79	1.80	0.79	1.80	43.41	44.33	0.92	2.07
26,885 or more	1,870	890	28.16	28.58	27.50	0.42	1.47	0.42	1.47	28.12	27.88	-0.24	-0.85
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ^a													
64% or less	3,140	1,420	46.16	47.31	44.37	1.14	2.42	1.14	2.42	46.19	47.58	1.39	2.92
65%–80%	2,570	1,350	33.99	33.73	34.41	-0.27	-0.79	-0.27	-0.79	33.98	33.71	-0.27	-0.80
81%–92%	990	490	13.79	12.83	15.30	-0.96*	-7.50	-0.96*	-7.50	13.77	12.63	-1.14*	-9.00
93% or more	590	240	5.72	5.87	5.48	0.15	2.63	0.15	2.63	5.73	5.81	0.08	1.45
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-3. Student-level (study member) nonresponse bias analysis for selected variables for students in public 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted		Full sample	Non-		Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
	respondent	non-respondents		Respondents	respondents								
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸													
23.64% or less	5,260	2,540	71.42	72.37	69.95	0.94	1.30	0.94	1.30	71.44	72.75	1.31	1.80
23.65%–41.64%	1,730	830	24.59	23.92	25.65	-0.67	-2.82	-0.67	-2.82	24.59	23.48	-1.11	-4.74
41.65%–60.34%	230	100	2.96	2.83	3.17	-0.13	-4.75	-0.13	-4.75	2.95	2.73	-0.22	-8.19
60.35% or more	80	40	0.68	0.62	0.79	-0.06	-10.41	-0.06	-10.41	0.68	0.77	0.09	11.72
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷													
New England	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Mid East	270	70	16.96	17.55	15.81	0.59	3.35	0.59	3.35	16.98	17.82	0.84	4.69
Great Lakes	170	60	15.03	14.95	15.20	-0.08	-0.56	-0.08	-0.56	15.01	15.05	0.04	0.29
Plains	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Southeast	520	200	34.73	35.23	33.75	0.50	1.41	0.50	1.41	34.72	34.85	0.12	0.35
Southwest	80	40	3.99	3.17	5.60	-0.82	-25.82	-0.82	-25.82	3.99	3.27	-0.72	-22.14
Rocky Mountains	80	40	6.85	6.44	7.65	-0.41	-6.36	-0.41	-6.36	6.86	6.66	-0.20	-3.05
Far West	160	60	15.09	14.56	16.12	-0.53	-3.61	-0.53	-3.61	15.09	14.96	-0.13	-0.85
Age as of Dec 31, 2011													
15–23	1,300	450	92.47	94.47	88.54	2.01*	2.12	2.01*	2.12	92.53	93.10	0.57	0.61
24–29	40	30	3.62	2.25	6.28	-1.36*	-60.40	-1.36*	-60.40	3.58	3.07	-0.51	-16.70
30 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
CPS record available													
Yes	1,170	370	78.96	81.92	73.16	2.96*	3.61	2.96*	3.61	79.03	78.97	-0.06	-0.07
No	210	130	21.04	18.08	26.84	-2.96*	-16.37	-2.96*	-16.37	20.97	21.03	0.06	0.28
Federal aid status													
Received	1,010	330	69.49	71.55	65.44	2.07*	2.89	2.07*	2.89	69.56	69.56	#	#
Did not receive	340	110	22.77	24.28	19.82	1.51	6.20	1.51	6.20	22.82	20.59	-2.23*	-10.81
Unknown	50	70	7.74	4.16	14.74	-3.57*	-85.77	-3.57*	-85.77	7.63	9.85	2.23	22.58

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Pell Grant status														
Received	660	250	47.15	46.50	48.43	-0.65	-1.40	-0.65	-1.40	47.15	47.86	0.71	1.48	
Did not receive	720	260	52.85	53.50	51.57	0.65	1.22	0.65	1.22	52.85	52.14	-0.71	-1.36	
Total Pell amount received ⁸														
\$0 or unknown	720	260	52.85	53.50	51.57	0.65	1.22	0.65	1.22	52.85	52.14	-0.71	-1.36	
\$1–\$2,774	160	70	11.62	10.41	13.98	-1.20	-11.57	-1.20	-11.57	11.59	11.28	-0.31	-2.74	
\$2,775–\$5,549	240	100	16.91	15.53	19.62	-1.38	-8.90	-1.38	-8.90	16.90	17.18	0.28	1.60	
\$5,550 or more	270	70	18.62	20.56	14.83	1.93*	9.41	1.93*	9.41	18.67	19.41	0.74	3.82	
Stafford Loan status														
Received	710	210	47.63	51.22	40.61	3.58*	7.00	3.58*	7.00	47.69	49.00	1.31	2.67	
Did not receive	680	300	52.37	48.78	59.39	-3.58*	-7.35	-3.58*	-7.35	52.31	51.00	-1.31	-2.56	
Total Stafford amount received ⁸														
\$0 or unknown	680	300	52.37	48.78	59.39	-3.58*	-7.35	-3.58*	-7.35	52.31	51.00	-1.31	-2.56	
\$1–\$4,699	210	60	12.88	13.37	11.92	0.49	3.67	0.49	3.67	12.89	13.42	0.54	4.02	
\$4,700–\$6,500	410	110	27.26	30.40	21.12	3.14*	10.32	3.14*	10.32	27.33	28.24	0.90	3.19	
\$6,501–\$9,500	90	30	7.28	7.24	7.34	-0.03	-0.48	-0.03	-0.48	7.26	7.18	-0.08	-1.12	
\$9,501 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Institutional aid status														
Received	310	90	20.29	22.39	16.16	2.11*	9.40	2.11*	9.40	20.31	22.14	1.82*	8.24	
Did not receive	1,050	400	77.58	75.21	82.22	-2.37*	-3.15	-2.37*	-3.15	77.54	75.53	-2.01*	-2.66	
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
State aid status														
Received	420	110	27.95	31.63	20.76	3.67*	11.61	3.67*	11.61	28.01	30.55	2.54*	8.32	
Did not receive	940	390	69.91	65.98	77.62	-3.93*	-5.96	-3.93*	-5.96	69.85	67.12	-2.73*	-4.06	
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP)														
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Natural Resources and Conservation	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Personal and Culinary Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Education	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents		Full sample	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Engineering	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Engineering Technologies/ Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Family and Consumer Sciences/ Human Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Legal Professions and Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
English Language and Literature/ Letters	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Liberal Arts and Sciences, General Studies and Humanities	320	140	25.74	24.19	28.79	-1.56*	-6.44	-1.56*	-6.44	25.69	26.25	0.55	2.10	
Library Science	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Biological and Biomedical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Mathematics and Statistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Multi/Interdisciplinary Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Philosophy and Religious Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Theology and Religious Vocations	†	†	†	†	†	†	†	†	†	†	†	†	†	
Physical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Science Technologies/Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Psychology	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Security and Protective Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Public Administration and Social Service Professions	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Social Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment									After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Construction													
Trades	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Mechanic and Repair													
Technologies/Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Precision													
Production	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Transportation and Materials													
Moving	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Visual and Performing Arts	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Health													
Professions and Related Clinical Sciences	120	40	7.88	7.97	7.72	0.08	1.07	0.08	1.07	7.88	7.54	-0.34	-4.56
Business, Management, Marketing, and Related Support Services	110	40	7.62	7.61	7.64	-0.01	-0.15	-0.01	-0.15	7.62	7.45	-0.17	-2.23
History (new)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Unknown	240	100	16.53	16.08	17.43	-0.46	-2.84	-0.46	-2.84	16.53	15.66	-0.87	-5.57

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment									After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Institution total enrollment ^a													
0–2,628	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
2,629–10,233	590	180	38.41	39.48	36.30	1.08	2.73	1.08	2.73	38.41	39.66	1.25	3.16
10,234–26,884	460	190	36.97	36.43	38.04	-0.54	-1.49	-0.54	-1.49	36.99	35.53	-1.45	-4.09
26,885 or more	280	120	20.92	20.21	22.33	-0.72	-3.55	-0.72	-3.55	20.89	21.17	0.27	1.28
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ^a													
64% or less	440	120	30.66	32.32	27.40	1.66	5.14	1.66	5.14	30.69	32.70	2.01	6.16
65%–80%	530	220	39.16	36.90	43.60	-2.27*	-6.14	-2.27*	-6.14	39.11	36.99	-2.13	-5.75
81%–92%	310	110	23.77	24.40	22.54	0.63	2.57	0.63	2.57	23.79	24.31	0.52	2.14
93% or more	110	50	6.11	5.93	6.46	-0.18	-2.99	-0.18	-2.99	6.11	5.62	-0.49	-8.65
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-4. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸													
23.64% or less	160	70	17.89	15.94	21.72	-1.95*	-12.25	-1.95*	-12.25	17.84	16.68	-1.16	-6.94
23.65%–41.64%	650	290	43.95	42.27	47.24	-1.68	-3.98	-1.68	-3.98	43.94	44.42	0.48	1.09
41.65%–60.34%	390	110	28.31	30.12	24.76	1.81	6.01	1.81	6.01	28.35	28.15	-0.19	-0.68
60.35% or more	190	40	9.03	10.51	6.14	1.48*	14.05	1.48*	14.05	9.06	9.68	0.62	6.38
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷													
New England	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Mid East	350	90	9.56	9.56	9.55	#	0.02	#	0.02	9.56	9.81	0.25	2.56
Great Lakes	500	110	17.31	17.79	15.77	0.48	2.70	0.48	2.70	17.31	17.80	0.48	2.72
Plains	220	60	7.96	7.90	8.18	-0.07	-0.84	-0.07	-0.84	7.96	7.74	-0.22	-2.84
Southeast	860	190	29.73	30.05	28.72	0.32	1.05	0.32	1.05	29.74	29.52	-0.21	-0.73
Southwest	420	120	13.74	12.74	16.95	-1.00	-7.84	-1.00	-7.84	13.74	13.57	-0.17	-1.25
Rocky Mountains	120	30	4.06	4.10	3.94	0.04	0.92	0.04	0.92	4.06	3.88	-0.18	-4.67
Far West	330	70	13.64	13.97	12.56	0.34	2.40	0.34	2.40	13.64	13.94	0.30	2.18
Age as of Dec 31, 2011													
15–23	2,880	690	98.76	99.18	97.40	0.42	0.43	0.42	0.43	98.77	99.06	0.30	0.30
24–29	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
30 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
CPS record available													
Yes	2,420	530	80.15	82.65	72.12	2.50*	3.02	2.50*	3.02	80.17	80.25	0.08	0.10
No	490	170	19.85	17.35	27.88	-2.50*	-14.39	-2.50*	-14.39	19.83	19.75	-0.08	-0.39
Federal aid status													
Received	1,940	430	64.74	67.02	57.43	2.27*	3.39	2.27*	3.39	64.76	64.76	#	#
Did not receive	810	190	28.40	28.41	28.37	0.01	0.03	0.01	0.03	28.41	28.41	#	#
Unknown	160	80	6.85	4.57	14.19	-2.28*	-49.95	-2.28*	-49.95	6.83	6.83	#	#

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Pell Grant status													
Received	1,050	240	34.22	35.08	31.45	0.86	2.46	0.86	2.46	34.22	34.10	-0.13	-0.37
Did not receive	1,860	460	65.78	64.92	68.55	-0.86	-1.33	-0.86	-1.33	65.78	65.90	0.13	0.19
Total Pell amount received ⁸													
\$0 or unknown	1,860	460	65.78	64.92	68.55	-0.86	-1.33	-0.86	-1.33	65.78	65.90	0.13	0.19
\$1–\$2,774	230	60	7.80	8.10	6.83	0.30	3.71	0.30	3.71	7.80	7.88	0.08	1.02
\$2,775–\$5,549	320	70	10.57	10.81	9.81	0.24	2.18	0.24	2.18	10.58	10.73	0.15	1.40
\$5,550 or more	500	110	15.85	16.17	14.80	0.33	2.01	0.33	2.01	15.85	15.49	-0.36	-2.30
Stafford Loan status													
Received	1,710	390	56.95	58.28	52.69	1.33*	2.27	1.33*	2.27	56.96	55.99	-0.97	-1.74
Did not receive	1,200	300	43.05	41.72	47.31	-1.33*	-3.18	-1.33*	-3.18	43.04	44.01	0.97	2.21
Total Stafford amount received ⁸													
\$0 or unknown	1,200	300	43.05	41.72	47.31	-1.33*	-3.18	-1.33*	-3.18	43.04	44.01	0.97	2.21
\$1–\$4,699	410	100	13.86	14.35	12.28	0.49	3.42	0.49	3.42	13.86	14.21	0.34	2.41
\$4,700–\$6,500	1,120	250	37.04	38.22	33.23	1.18	3.10	1.18	3.10	37.05	36.57	-0.48	-1.31
\$6,501–\$9,500	170	50	5.83	5.48	6.96	-0.35	-6.41	-0.35	-6.41	5.83	5.03	-0.80*	-15.86
\$9,501 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Institutional aid status													
Received	1,080	210	36.23	37.96	30.69	1.73*	4.55	1.73*	4.55	36.24	36.22	-0.02	-0.06
Did not receive	1,680	440	59.85	58.30	64.83	-1.55*	-2.65	-1.55*	-2.65	59.84	60.43	0.58	0.97
Unknown	150	40	3.91	3.74	4.48	-0.18	-4.75	-0.18	-4.75	3.91	3.35	-0.56*	-16.75
State aid status													
Received	1,030	210	33.15	34.73	28.07	1.58*	4.55	1.58*	4.55	33.16	33.37	0.21	0.63
Did not receive	1,730	440	62.94	61.53	67.45	-1.40*	-2.28	-1.40*	-2.28	62.93	63.28	0.35	0.55
Unknown	150	40	3.91	3.74	4.48	-0.18	-4.75	-0.18	-4.75	3.91	3.35	-0.56*	-16.75

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP)														
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Natural Resources and Conservation	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Personal and Culinary Services	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Education	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents		Full sample	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Engineering	220	50	7.58	7.70	7.22	0.11	1.49	0.11	1.49	7.58	7.74	0.16	2.06	
Engineering Technologies/ Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Family and Consumer Sciences/ Human Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Legal Professions and Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
English Language and Literature/ Letters	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Liberal Arts and Sciences, General Studies and Humanities	210	60	7.60	7.53	7.83	-0.07	-0.95	-0.07	-0.95	7.60	7.43	-0.17	-2.31	
Library Science	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Biological and Biomedical Sciences	220	40	7.23	7.34	6.89	0.10	1.43	0.10	1.43	7.23	7.42	0.19	2.54	
Mathematics and Statistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Multi/Interdisciplinary Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Philosophy and Religious Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Theology and Religious Vocations	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Physical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Science Technologies/Technicians	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Psychology	130	40	4.28	4.10	4.84	-0.17	-4.26	-0.17	-4.26	4.28	4.30	0.02	0.47	
Security and Protective Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Public Administration and Social Service Professions	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Social Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Construction Trades	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted		Full sample	Non-		Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴		Estimated bias ⁶	Relative bias ²
	respondent	non-respondents		Respondents	respondents					Respondents, nonresponse adjusted ⁵			
Major (2-digit CIP) —Continued													
Mechanic and Repair Technologies/Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Precision Production	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Transportation and Materials Moving	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Visual and Performing Arts	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Health Professions and Related Clinical Sciences	227	46	7.23	7.53	6.28	0.30	3.93	0.30	3.93	7.23	7.25	0.02	0.29
Business, Management, Marketing, and Related Support Services	283	91	11.28	9.98	15.43	-1.29*	-12.93	-1.29*	-12.93	11.27	10.25	-1.02*	-9.93
History (new)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Unknown	583	142	20.21	20.64	18.83	0.43	2.08	0.43	2.08	20.22	20.48	0.26	1.26

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Institution total enrollment ⁸													
0-2,628	†	†	†	†	†	†	†	†	†	†	†	†	†
2,629–10,233	200	50	6.53	6.43	6.83	-0.10	-1.49	-0.10	-1.49	6.52	6.55	0.02	0.36
10,234–26,884	1,160	300	37.89	37.36	39.61	-0.53	-1.43	-0.53	-1.43	37.90	37.40	-0.50	-1.33
26,885 or more	1,540	350	55.58	56.21	53.56	0.63	1.12	0.63	1.12	55.58	56.05	0.47	0.84
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸													
64% or less	1,190	250	42.97	44.26	38.81	1.29*	2.92	1.29*	2.92	42.97	45.00	2.02*	4.50
65%–80%	760	200	28.71	27.33	33.16	-1.38*	-5.06	-1.38*	-5.06	28.71	26.58	-2.13*	-8.00
81%–92%	770	200	21.47	21.37	21.80	-0.10	-0.48	-0.10	-0.48	21.47	21.08	-0.40	-1.87
93% or more	190	40	6.85	7.04	6.23	0.19	2.74	0.19	2.74	6.85	7.35	0.50	6.75
Unknown	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-5. Student-level (study member) nonresponse bias analysis for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸													
23.64% or less	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
23.65%–41.64%	580	180	18.59	17.27	22.81	-1.31*	-7.60	-1.31*	-7.60	18.58	16.97	-1.61*	-9.49
41.65%–60.34%	1,000	240	35.86	35.79	36.08	-0.07	-0.19	-0.07	-0.19	35.87	35.93	0.06	0.16
60.35% or more	1,300	270	44.21	45.99	38.47	1.78*	3.88	1.78*	3.88	44.21	45.84	1.63*	3.56
Unknown	†	†	†	†	†	†	†	†	†	†	†	†	†

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷													
New England	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Mid East	50	30	20.19	19.61	20.96	-0.58	-2.98	-0.58	-2.98	20.34	24.49	4.15	16.95
Great Lakes	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Plains	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Southeast	110	40	33.96	37.24	29.67	3.29	8.82	3.29	8.82	34.21	33.71	-0.50	-1.48
Southwest	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Rocky Mountains	†	†	†	†	†	†	†	†	†	†	†	†	†
Far West	50	40	20.16	13.64	28.66	-6.52	-47.79	-6.52	-47.79	19.60	14.20	-5.40	-37.99
Age as of Dec 31, 2011													
15–23	200	90	69.95	74.42	64.12	4.47	6.01	4.47	6.01	70.28	70.52	0.23	0.33
24–29	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
30 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
CPS record available													
Yes	250	110	85.76	88.12	82.67	2.36	2.68	2.36	2.68	85.79	85.37	-0.42	-0.49
No	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Federal aid status													
Received	240	100	79.49	81.74	76.56	2.25	2.75	2.25	2.75	79.55	79.55	#	#
Did not receive	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Pell Grant status													
Received	200	100	70.01	67.77	72.92	-2.23	-3.30	-2.23	-3.30	69.84	66.15	-3.69	-5.58
Did not receive	80	40	29.99	32.23	27.08	2.23	6.93	2.23	6.93	30.16	33.85	3.69	10.90
Total Pell amount received ⁸													
\$0 or unknown	80	40	29.99	32.23	27.08	2.23	6.93	2.23	6.93	30.16	33.85	3.69	10.90
\$1–\$2,774	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
\$2,775–\$5,549	60	40	23.71	18.62	30.35	-5.09	-27.34	-5.09	-27.34	23.36	18.84	-4.52	-24.00
\$5,550 or more	110	50	36.80	37.09	36.41	0.29	0.79	0.29	0.79	36.86	35.06	-1.80	-5.13
Stafford Loan status													
Received	220	90	71.03	75.18	65.62	4.15	5.52	4.15	5.52	71.07	73.10	2.03	2.77
Did not receive	60	50	28.97	24.82	34.38	-4.15	-16.73	-4.15	-16.73	28.93	26.90	-2.03	-7.54
Total Stafford amount received ⁸													
\$0 or unknown	60	50	28.97	24.82	34.38	-4.15	-16.73	-4.15	-16.73	28.93	26.90	-2.03	-7.54
\$1–\$4,699	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
\$4,700–\$6,500	110	30	28.84	36.29	19.12	7.45*	20.53	7.45*	20.53	29.09	33.15	4.05*	12.23
\$6,501–\$9,500	80	30	27.10	28.00	25.94	0.89	3.18	0.89	3.18	27.15	28.91	1.75	6.07
\$9,501 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Institutional aid status													
Received	100	40	32.30	39.21	23.30	6.91*	17.61	6.91	17.61	32.94	38.55	5.61*	14.56
Did not receive	170	90	61.41	56.03	68.43	-5.38	-9.61	-5.38	-9.61	60.81	57.46	-3.35	-5.83
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State aid status													
Received	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Did not receive	190	110	75.27	70.02	82.12	-5.25	-7.50	-5.25	-7.50	74.86	77.24	2.38	3.08
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment										After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents			Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²		Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP)														
Agriculture, Agriculture Operations, and Related Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Natural Resources and Conservation	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Architecture and Related Services	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Area, Ethnic, Cultural, and Gender Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Communication, Journalism, and Related Programs	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Communications Technologies/Technicians and Support Services	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Computer and Information Sciences and Support Services	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Personal and Culinary Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Education	†	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted		Full sample	Non-		Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴		Estimated bias ⁶	Relative bias ²	
	respondent	non-respondents		Respondents	respondents					Respondents, nonresponse adjusted ⁵				
Major (2-digit CIP) —Continued														
Engineering	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Engineering Technologies/ Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Family and Consumer Sciences/ Human Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Legal Professions and Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
English Language and Literature/ Letters	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Liberal Arts and Sciences, General Studies and Humanities	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Library Science	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Biological and Biomedical Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Mathematics and Statistics	†	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Multi/Interdisciplinary Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Parks, Recreation, Leisure, and Fitness Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Philosophy and Religious Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Theology and Religious Vocations	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Physical Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Science Technologies/Technicians	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Psychology	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Security and Protective Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Public Administration and Social Service Professions	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Social Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Construction Trades	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents		Full sample	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Mechanic and Repair Technologies/Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Precision Production	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Transportation and Materials Moving	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Visual and Performing Arts	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Health Professions and Related Clinical Sciences	60	30	60	22.95	29.71	-2.94	-12.79	-2.94	-12.79	25.53	24.30	-1.23	-5.08	
Business, Management, Marketing, and Related Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
History (new)	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Unknown	100	50	100	39.17	31.82	3.19	8.15	3.19	8.15	36.50	37.74	1.24	3.28	

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Institution total enrollment ⁸													
0–2,628	270	130	98.73	99.07	98.29	0.34	0.34	0.34	0.34	98.78	99.13	0.35	0.36
2,629–10,233	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
10,234–26,884	†	†	†	†	†	†	†	†	†	†	†	†	†
26,885 or more	†	†	†	†	†	†	†	†	†	†	†	†	†
Percentage of full-time, first-time degree /certificate-seeking undergraduate students who received any grant aid ⁸													
64% or less	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
65%–80%	50	40	25.76	20.59	32.48	-5.16	-25.06	-5.16	-25.06	25.50	25.19	-0.31	-1.22
81%–92%	160	60	46.80	54.05	37.34	7.25	13.42	7.25	13.42	47.19	49.51	2.32	4.69
93% or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Unknown	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-6. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸													
23.64% or less	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
23.65%–41.64%	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
41.65%–60.34%	80	40	30.96	28.42	34.29	-2.55	-8.97	-2.55	-8.97	30.79	29.40	-1.39	-4.72
60.35% or more	60	30	24.66	28.42	19.75	3.77	13.25	3.77	13.25	25.00	32.32	7.32*	22.64
Unknown	50	40	19.78	12.96	28.66	-6.81	-52.57	-6.81	-52.57	19.20	13.54	-5.66	-41.82

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷													
New England	190	50	13.61	12.74	16.19	-0.87	-6.83	-0.87	-6.83	13.60	13.93	0.33	2.35
Mid East	440	110	21.21	21.19	21.27	-0.02	-0.09	-0.02	-0.09	21.21	21.23	0.02	0.11
Great Lakes	420	200	20.24	18.86	24.36	-1.39	-7.36	-1.39	-7.36	20.24	18.26	-1.98*	-10.84
Plains	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Southeast	350	80	21.34	21.84	19.87	0.50	2.27	0.50	2.27	21.34	21.33	-0.02	-0.07
Southwest	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Rocky Mountains	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Far West	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Age as of Dec 31, 2011													
15–23	1,710	460	97.53	98.15	95.71	0.62*	0.63	0.62	0.63	97.54	97.70	0.16	0.17
24–29	30	30	0.47	0.34	0.86	-0.13	-39.57	-0.13	-39.57	0.47	0.42	-0.05	-12.01
30 or more	60	30	2.00	1.52	3.43	-0.48	-31.91	-0.48	-31.91	1.99	1.88	-0.11	-6.06
CPS record available													
Yes	1,610	430	85.88	88.16	79.13	2.28*	2.58	2.28*	2.58	85.89	86.12	0.23	0.27
No	190	90	14.12	11.84	20.87	-2.28*	-19.25	-2.28*	-19.25	14.11	13.88	-0.23	-1.64
Federal aid status													
Received	1,210	260	72.76	75.72	63.96	2.97*	3.92	2.97*	3.92	72.77	72.77	#	#
Did not receive	290	90	20.12	18.83	23.95	-1.29	-6.85	-1.29	-6.85	20.12	20.14	0.02	0.12
Unknown	300	170	7.12	5.44	12.09	-1.68*	-30.84	-1.68*	-30.84	7.11	7.09	-0.02	-0.33

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Pell Grant status													
Received	780	250	39.23	38.99	39.93	-0.24	-0.60	-0.24	-0.60	39.23	37.61	-1.62	-4.31
Did not receive	1,020	270	60.77	61.01	60.07	0.24	0.39	0.24	0.39	60.77	62.39	1.62	2.60
Total Pell amount received ⁸													
\$0 or unknown	1,020	270	60.77	61.01	60.07	0.24	0.39	0.24	0.39	60.77	62.39	1.62	2.60
\$1–\$2,774	200	80	8.34	8.55	7.73	0.21	2.43	0.21	2.43	8.34	8.44	0.10	1.13
\$2,775–\$5,549	280	100	14.85	14.57	15.66	-0.27	-1.88	-0.27	-1.88	14.85	14.52	-0.33	-2.29
\$5,550 or more	300	70	16.04	15.87	16.54	-0.17	-1.07	-0.17	-1.07	16.04	14.66	-1.38*	-9.43
Stafford Loan status													
Received	1,300	330	69.65	72.58	60.98	2.93*	4.03	2.93*	4.03	69.66	69.52	-0.15	-0.21
Did not receive	500	190	30.35	27.42	39.02	-2.93*	-10.67	-2.93*	-10.67	30.34	30.48	0.15	0.49
Total Stafford amount received ⁸													
\$0 or unknown	500	190	30.35	27.42	39.02	-2.93*	-10.67	-2.93*	-10.67	30.34	30.48	0.15	0.49
\$1–\$4,699	230	80	10.68	11.01	9.70	0.33	3.00	0.33	3.00	10.68	11.16	0.48	4.27
\$4,700–\$6,500	840	180	47.00	49.21	40.46	2.21*	4.49	2.21*	4.49	47.01	46.94	-0.07	-0.16
\$6,501–\$9,500	220	70	11.35	11.53	10.80	0.19	1.60	0.19	1.60	11.35	10.67	-0.68	-6.41
\$9,501 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Institutional aid status													
Received	1,230	270	76.61	79.00	69.52	2.39*	3.03	2.39*	3.03	76.62	76.64	0.02	0.03
Did not receive	270	90	17.92	15.87	24.01	-2.05*	-12.95	-2.05*	-12.95	17.92	17.82	-0.10	-0.54
Unknown	300	150	5.47	5.13	6.47	-0.34	-6.55	-0.34	-6.55	5.47	5.54	0.08	1.37
State aid status													
Received	440	100	27.89	28.62	25.72	0.73	2.56	0.73	2.56	27.89	26.93	-0.96	-3.57
Did not receive	1,060	260	66.64	66.25	67.81	-0.40	-0.60	-0.40	-0.60	66.64	67.53	0.89	1.31
Unknown	300	150	5.47	5.13	6.47	-0.34	-6.55	-0.34	-6.55	5.47	5.54	0.08	1.37

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP)														
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Natural Resources and Conservation	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Personal and Culinary Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Education	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment										After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Engineering	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Engineering Technologies/ Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Family and Consumer Sciences/ Human Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Legal Professions and Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
English Language and Literature/ Letters	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Liberal Arts and Sciences, General Studies and Humanities	200	40	8.34	8.50	7.86	0.16	1.88	0.16	1.88	8.33	8.39	0.06	0.70	
Library Science	†	†	†	†	†	†	†	†	†	†	†	†	†	
Biological and Biomedical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Mathematics and Statistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Multi/Interdisciplinary Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Philosophy and Religious Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Theology and Religious Vocations	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Physical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Science Technologies/Technicians	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Psychology	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Security and Protective Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Public Administration and Social Service Professions	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Social Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Construction Trades	†	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents		Full sample	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Mechanic and Repair Technologies/Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Precision Production	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Transportation and Materials Moving	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Visual and Performing Arts	140	30	5.24	5.99	3.01	0.75*	12.56	0.75*	12.56	5.24	5.84	0.60*	10.28
Health Professions and Related Clinical Sciences	150	80	5.08	4.65	6.33	-0.42	-9.10	-0.42	-9.10	5.08	4.54	-0.54	-11.94
Business, Management, Marketing, and Related Support Services	120	50	8.15	7.51	10.04	-0.64	-8.51	-0.64	-8.51	8.14	7.55	-0.60	-7.89
History (new)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Unknown	530	120	35.45	36.97	30.94	1.52	4.12	1.52	4.12	35.46	37.34	1.88*	5.05

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Institution total enrollment ⁸													
0–2,628	910	220	60.40	60.00	61.57	-0.40	-0.66	-0.40	-0.66	60.39	59.21	-1.18	-1.99
2,629–10,233	840	290	36.64	36.85	36.01	0.21	0.58	0.21	0.58	36.64	37.65	1.01	2.68
10,234–26,884	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
26,885 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸													
64% or less	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
65%–80%	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
81%–92%	440	180	18.82	17.89	21.59	-0.93	-5.21	-0.93	-5.21	18.82	18.56	-0.26	-1.42
93% or more	1,110	290	64.48	64.62	64.07	0.14	0.21	0.14	0.21	64.48	63.60	-0.89	-1.39
Unknown	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-7. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸													
23.64% or less	220	140	4.30	3.53	6.60	-0.77	-21.96	-0.77	-21.96	4.30	3.69	-0.61	-16.50
23.65%–41.64%	230	60	14.40	14.12	15.23	-0.28	-1.98	-0.28	-1.98	14.40	14.14	-0.26	-1.87
41.65%–60.34%	550	170	34.79	32.86	40.51	-1.93*	-5.88	-1.93*	-5.88	34.79	31.86	-2.93*	-9.20
60.35% or more	800	150	46.51	49.49	37.66	2.99*	6.03	2.99*	6.03	46.51	50.32	3.81*	7.56
Unknown	†	†	†	†	†	†	†	†	†	†	†	†	†

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷													
New England	250	50	14.22	14.08	14.81	-0.14	-1.01	-0.14	-1.01	14.22	15.10	0.88	5.84
Mid East	850	180	33.02	31.75	38.32	-1.27	-4.01	-1.27	-4.01	33.02	32.64	-0.37	-1.14
Great Lakes	440	110	12.75	13.41	9.97	0.67	4.96	0.67	4.96	12.75	12.21	-0.53	-4.38
Plains	240	30	5.61	5.95	4.20	0.34	5.67	0.34	5.67	5.61	5.45	-0.16	-2.97
Southeast	270	40	17.03	17.27	16.03	0.24	1.39	0.24	1.39	17.03	16.99	-0.04	-0.24
Southwest	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Rocky Mountains	‡	‡	*	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Far West	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Age as of Dec 31, 2011													
15–23	2,280	420	98.36	98.38	98.26	0.02	0.02	0.02	0.02	98.36	98.11	-0.25	-0.25
24–29	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
30 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
CPS record available													
Yes	1,940	330	74.76	78.03	61.13	3.27*	4.19	3.27*	4.19	74.77	75.44	0.68	0.90
No	390	130	25.24	21.97	38.87	-3.27*	-14.88	-3.27*	-14.88	25.23	24.56	-0.68	-2.76
Federal aid status													
Received	1,540	220	60.42	63.81	46.31	3.38*	5.30	3.38*	5.30	60.43	60.43	#	#
Did not receive	570	120	27.79	26.93	31.39	-0.86	-3.21	-0.86	-3.21	27.79	27.79	#	#
Unknown	230	110	11.79	9.27	22.30	-2.52*	-27.22	-2.52*	-27.22	11.78	11.78	#	#

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Pell Grant status													
Received	720	130	28.62	30.09	22.45	1.48*	4.91	1.48*	4.91	28.62	29.12	0.50	1.73
Did not receive	1,610	330	71.38	69.91	77.55	-1.48*	-2.11	-1.48*	-2.11	71.38	70.88	-0.50	-0.71
Total Pell amount received ⁸													
\$0 or unknown	1,610	330	71.38	69.91	77.55	-1.48*	-2.11	-1.48*	-2.11	71.38	70.88	-0.50	-0.71
\$1–\$2,774	180	40	6.63	6.82	5.80	0.20	2.90	0.20	2.90	6.63	7.04	0.41	5.89
\$2,775–\$5,549	270	50	10.83	11.47	8.17	0.64	5.57	0.64	5.57	10.83	11.16	0.33	2.93
\$5,550 or more	280	40	11.16	11.80	8.48	0.64	5.44	0.64	5.44	11.16	10.92	-0.24	-2.19
Stafford Loan status													
Received	1,470	220	57.66	61.30	42.48	3.64*	5.94	3.64*	5.94	57.66	58.45	0.79	1.35
Did not receive	870	240	42.34	38.70	57.52	-3.64*	-9.41	-3.64*	-9.41	42.34	41.55	-0.79	-1.90
Total Stafford amount received ⁸													
\$0 or unknown	870	240	42.34	38.70	57.52	-3.64*	-9.41	-3.64*	-9.41	42.34	41.55	-0.79	-1.90
\$1–\$4,699	220	50	7.88	7.78	8.29	-0.10	-1.26	-0.10	-1.26	7.88	7.91	0.03	0.39
\$4,700–\$6,500	1,060	150	42.53	45.13	31.72	2.59*	5.75	2.59*	5.75	42.53	43.24	0.71	1.64
\$6,501–\$9,500	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
\$9,501 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Institutional aid status													
Received	1,550	250	65.58	67.67	56.87	2.09*	3.09	2.09*	3.09	65.58	65.57	-0.01	-0.02
Did not receive	570	130	24.80	23.51	30.18	-1.29	-5.49	-1.29	-5.49	24.80	24.78	-0.02	-0.08
Unknown	220	80	9.62	8.82	12.95	-0.80	-9.04	-0.80	-9.04	9.62	9.65	0.03	0.33
State aid status													
Received	510	80	19.80	20.71	16.02	0.91	4.39	0.91	4.39	19.81	19.56	-0.25	-1.28
Did not receive	1,600	300	70.57	70.46	71.04	-0.11	-0.16	-0.11	-0.16	70.57	70.79	0.22	0.31
Unknown	220	80	9.62	8.82	12.95	-0.80	-9.04	-0.80	-9.04	9.62	9.65	0.03	0.33

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Unweighted respondent	Unweighted non-respondents	Means, base weighted			Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
			Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP)														
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Natural Resources and Conservation	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Personal and Culinary Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Education	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Engineering	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Engineering Technologies/ Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Family and Consumer Sciences/ Human Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Legal Professions and Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
English Language and Literature/ Letters	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Liberal Arts and Sciences, General Studies and Humanities	190	40	9.05	8.86	9.80	-0.18	-2.04	-0.18	-2.04	9.05	9.13	0.08	0.91	
Library Science	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Biological and Biomedical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Mathematics and Statistics	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Multi/Interdisciplinary Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Philosophy and Religious Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Theology and Religious Vocations	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Physical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Science Technologies/Technicians	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Psychology	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Security and Protective Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Public Administration and Social Service Professions	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Social Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Construction Trades	†	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment									After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Mechanic and Repair Technologies/Technicians	†	†	†	†	†	†	†	†	†	†	†	†	†
Precision Production	†	†	†	†	†	†	†	†	†	†	†	†	†
Transportation and Materials Moving	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Visual and Performing Arts	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Health Professions and Related Clinical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Business, Management, Marketing, and Related Support Services	270	70	11.78	11.19	14.23	-0.59	-5.25	-0.59	-5.25	11.78	11.04	-0.74	-6.69
History (new)	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Unknown	570	120	25.46	25.81	24.01	0.35	1.35	0.35	1.35	25.46	25.97	0.51	1.96

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Variable													
Institution total enrollment ⁸													
0–2,628	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
2,629–10,233	1,230	250	44.12	45.03	40.36	0.90	2.01	0.90	2.01	44.13	44.57	0.45	1.00
10,234–26,884	660	130	34.09	33.59	36.19	-0.50	-1.50	-0.50	-1.50	34.09	33.72	-0.36	-1.08
26,885 or more	350	80	15.46	14.41	19.84	-1.05	-7.29	-1.05	-7.29	15.46	14.78	-0.69	-4.65
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸													
64% or less	500	80	22.31	21.93	23.90	-0.38	-1.73	-0.38	-1.73	22.31	23.05	0.74	3.21
65%–80%	290	70	16.10	16.16	15.85	0.06	0.37	0.06	0.37	16.10	16.88	0.78	4.61
81%–92%	460	100	15.77	15.38	17.42	-0.39	-2.56	-0.39	-2.56	15.77	14.95	-0.82	-5.47
93% or more	1,080	210	45.64	46.31	42.83	0.67	1.45	0.67	1.45	45.64	44.89	-0.75	-1.68
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-8. Student-level (study member) nonresponse bias analysis for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸													
23.64% or less	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
23.65%–41.64%	150	60	5.74	5.96	4.79	0.23	3.81	0.23	3.81	5.74	5.85	0.11	1.92
41.65%–60.34%	600	120	26.76	27.34	24.32	0.58	2.14	0.58	2.14	26.76	26.74	-0.01	-0.05
60.35% or more	1,560	270	65.83	65.13	68.77	-0.70	-1.08	-0.70	-1.08	65.83	65.80	-0.03	-0.04
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014

Variable	Before nonresponse weight adjustment									After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non- respondents	Full sample	Respondents	Non- respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷													
New England	50	40	8.65	6.96	10.13	-1.69	-24.26	-1.69	-24.26	8.44	7.23	-1.21	-16.77
Mid East	130	100	11.80	9.93	13.44	-1.87	-18.85	-1.87	-18.85	11.61	10.54	-1.07	-10.19
Great Lakes	150	110	6.95	7.19	6.74	0.24	3.35	0.24	3.35	7.02	7.03	0.01	0.14
Plains	60	50	6.47	7.18	5.84	0.71	9.94	0.71	9.94	6.53	6.79	0.26	3.81
Southeast	140	130	20.62	17.80	23.09	-2.82	-15.84	-2.82	-15.84	20.42	19.22	-1.21	-6.28
Southwest	170	110	26.84	29.85	24.20	3.01	10.09	3.01	10.09	26.95	26.83	-0.12	-0.43
Rocky Mountains	70	40	7.20	8.72	5.87	1.52	17.39	1.52	17.39	7.32	9.54	2.22	23.26
Far West	80	60	11.48	12.38	10.70	0.90	7.24	0.90	7.24	11.72	12.84	1.12	8.73
Age as of Dec 31, 2011													
15–23	590	390	63.36	69.27	58.17	5.91*	8.54	5.91*	8.54	64.04	64.99	0.95	1.46
24–29	130	110	15.39	14.29	16.35	-1.10	-7.70	-1.10	-7.70	15.20	16.25	1.06	6.50
30 or more	130	130	21.26	16.44	25.48	-4.81*	-29.28	-4.81*	-29.28	20.76	18.75	-2.01	-10.69
CPS record available													
Yes	810	600	94.18	95.60	92.93	1.42*	1.49	1.42*	1.49	94.27	93.97	-0.30	-0.32
No	40	40	5.82	4.40	7.07	-1.42*	-32.41	-1.42*	-32.41	5.73	6.03	0.30	4.94
Federal aid status													
Received	750	550	71.93	70.67	73.03	-1.26	-1.78	-1.26	-1.78	71.97	71.97	#	#
Did not receive	30	30	5.93	4.34	7.33	-1.59*	-36.56	-1.59*	-36.56	5.82	5.43	-0.39	-7.17
Unknown	70	50	22.14	24.99	19.64	2.85	11.40	2.85	11.40	22.21	22.59	0.39	1.72

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Pell Grant status													
Received	730	540	84.27	84.14	84.39	-0.13	-0.16	-0.13	-0.16	84.33	83.83	-0.50	-0.59
Did not receive	120	90	15.73	15.86	15.61	0.13	0.82	0.13	0.82	15.67	16.17	0.50	3.08
Total Pell amount received ⁸													
\$0 or unknown	120	90	15.73	15.86	15.61	0.13	0.82	0.13	0.82	15.67	16.17	0.50	3.08
\$1–\$2,774	160	150	18.50	14.83	21.73	-3.68*	-24.79	-3.68*	-24.79	18.30	16.02	-2.27	-14.18
\$2,775–\$5,549	280	220	36.26	37.28	35.37	1.02	2.74	1.02	2.74	36.27	37.76	1.49	3.95
\$5,550 or more	300	170	29.51	32.03	27.29	2.52	7.88	2.52	7.88	29.76	30.04	0.28	0.95
Stafford Loan status													
Received	780	530	83.51	88.60	79.05	5.09*	5.74	5.09*	5.74	83.86	86.60	2.74	3.16
Did not receive	70	110	16.49	11.40	20.95	-5.09*	-44.66	-5.09*	-44.66	16.14	13.40	-2.74	-20.42
Total Stafford amount received ⁸													
\$0 or unknown	70	110	16.49	11.40	20.95	-5.09*	-44.66	-5.09*	-44.66	16.14	13.40	-2.74	-20.42
\$1–\$4,699	160	130	17.96	18.35	17.61	0.40	2.15	0.40	2.15	17.85	19.59	1.75	8.92
\$4,700–\$6,500	190	120	22.67	24.33	21.21	1.66	6.83	1.66	6.83	22.87	23.37	0.50	2.15
\$6,501–\$9,500	410	260	40.31	43.26	37.71	2.96	6.84	2.96	6.84	40.46	41.31	0.84	2.04
\$9,501 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Institutional aid status													
Received	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Did not receive	770	580	77.19	73.24	80.66	-3.95	-5.40	-3.95	-5.40	77.00	76.52	-0.48	-0.63
Unknown	60	30	20.38	24.39	16.86	4.01	16.43	4.01	16.43	20.53	20.56	0.03	0.14
State aid status													
Received	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Did not receive	760	580	77.68	73.69	81.18	-3.99	-5.42	-3.99	-5.42	77.50	77.42	-0.08	-0.11
Unknown	60	30	20.38	24.39	16.86	4.01	16.43	4.01	16.43	20.53	20.56	0.03	0.14

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment										After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP)														
Agriculture, Agriculture Operations, and Related Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	
Natural Resources and Conservation	†	†	†	†	†	†	†	†	†	†	†	†	†	
Architecture and Related Services	†	†	†	†	†	†	†	†	†	†	†	†	†	
Area, Ethnic, Cultural, and Gender Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	
Communication, Journalism, and Related Programs	†	†	†	†	†	†	†	†	†	†	†	†	†	
Communications Technologies/Technicians and Support Services	†	†	†	†	†	†	†	†	†	†	†	†	†	
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Personal and Culinary Services	230	160	40.11	40.36	39.90	0.25	0.61	0.25	0.61	40.27	40.89	0.61	1.50	
Education	†	†	†	†	†	†	†	†	†	†	†	†	†	

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents		Full sample	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Engineering	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Engineering Technologies/ Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Family and Consumer Sciences/ Human Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Legal Professions and Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
English Language and Literature/ Letters	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Liberal Arts and Sciences, General Studies and Humanities	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Library Science	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Biological and Biomedical Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Mathematics and Statistics	†	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Multi/Interdisciplinary Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Parks, Recreation, Leisure, and Fitness Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Philosophy and Religious Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Theology and Religious Vocations	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Physical Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Science Technologies/Technicians	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Psychology	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Security and Protective Services	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Public Administration and Social Service Professions	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Social Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Construction Trades	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Mechanic and Repair Technologies/Technicians	50	60	5.49	3.11	7.59	-2.39*	-76.90	-2.39*	-76.90	5.40	4.00	-1.40*	-35.01
Precision Production	†	†	†	†	†	†	†	†	†	†	†	†	†
Transportation and Materials Moving	†	†	†	†	†	†	†	†	†	†	†	†	†
Visual and Performing Arts	†	†	†	†	†	†	†	†	†	†	†	†	†
Health Professions and Related Clinical Sciences	500	360	46.59	48.00	45.35	1.41	2.93	1.41	2.93	46.44	45.69	-0.75	-1.64
Business, Management, Marketing, and Related Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
History (new)	‡	†	†	†	†	†	†	†	†	†	†	†	†
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Institution total enrollment ⁸													
0–2,628	830	620	98.24	97.83	98.60	-0.41	-0.42	-0.41	-0.42	98.19	97.86	-0.33	-0.34
2,629–10,233	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
10,234–26,884	†	†	†	†	†	†	†	†	†	†	†	†	†
26,885 or more	†	†	†	†	†	†	†	†	†	†	†	†	†
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁸													
64% or less	80	50	5.02	5.52	4.59	0.50	9.04	0.50	9.04	5.05	5.49	0.44	8.01
65%–80%	360	280	51.72	51.43	51.97	-0.29	-0.56	-0.29	-0.56	51.59	49.21	-2.38	-4.84
81%–92%	370	280	36.59	35.38	37.64	-1.21	-3.41	-1.21	-3.41	36.61	37.42	0.82	2.18
93% or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-9. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Non-respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁸														
23.64% or less	†	†	†	†	†	†	†	†	†	†	†	†	†	†
23.65%–41.64%	†	†	†	†	†	†	†	†	†	†	†	†	†	†
41.65%–60.34%	†	†	†	†	†	†	†	†	†	†	†	†	†	†
60.35% or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Unknown	850	630	99.89	99.90	99.88	0.01	0.01	0.01	0.01	99.89	99.89	#	#	

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014

Variable	Before nonresponse weight adjustment									After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non- respondents	Full sample	Respondents	Non- respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷													
New England	40	40	3.18	2.26	4.17	-0.92	-40.70	-0.92	-40.70	3.16	2.17	-0.99	-45.42
Mid East	360	210	20.13	20.81	19.40	0.68	3.26	0.68	3.26	20.21	21.51	1.30	6.04
Great Lakes	180	130	12.24	11.68	12.84	-0.56	-4.79	-0.56	-4.79	12.28	11.14	-1.13	-10.16
Plains	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Southeast	260	170	20.42	20.45	20.39	0.03	0.14	0.03	0.14	20.29	20.69	0.40	1.95
Southwest	300	160	13.56	12.98	14.19	-0.58	-4.48	-0.58	-4.48	13.54	13.28	-0.25	-1.89
Rocky Mountains	130	80	6.03	6.20	5.85	0.17	2.74	0.17	2.74	6.05	5.77	-0.27	-4.75
Far West	680	330	22.66	23.44	21.83	0.78	3.31	0.78	3.31	22.68	23.23	0.55	2.35
Age as of Dec 31, 2011													
15-23	1,440	770	69.33	69.41	69.24	0.08	0.12	0.08	0.12	69.49	66.27	-3.22	-4.86
24-29	260	160	13.59	14.51	12.59	0.92	6.37	0.92	6.37	13.55	15.98	2.43	15.23
30 or more	280	200	17.08	16.07	18.17	-1.01	-6.28	-1.01	-6.28	16.97	17.75	0.78	4.42
CPS record available													
Yes	1,920	1,060	95.88	97.48	94.17	1.60*	1.64	1.60*	1.64	96.02	96.31	0.29	0.30
No	50	60	4.12	2.52	5.83	-1.60*	-63.31	-1.60*	-63.31	3.98	3.69	-0.29	-7.91
Federal aid status													
Received	1,670	900	85.44	87.34	83.41	1.89	2.17	1.89	2.17	85.55	85.55	#	#
Did not receive	50	50	3.70	2.30	5.22	-1.41	-61.32	-1.41	-61.32	3.64	4.04	0.41	10.03
Unknown	260	170	10.85	10.37	11.38	-0.49	-4.69	-0.49	-4.69	10.82	10.41	-0.41	-3.89

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Pell Grant status													
Received	1,590	910	78.59	77.67	79.57	-0.91	-1.18	-0.91	-1.18	78.49	76.69	-1.80	-2.35
Did not receive	380	220	21.41	22.33	20.43	0.91	4.09	0.91	4.09	21.51	23.31	1.80	7.74
Total Pell amount received ⁸													
\$0 or unknown	380	220	21.41	22.33	20.43	0.91	4.09	0.91	4.09	21.51	23.31	1.80	7.74
\$1–\$2,774	370	250	20.27	19.53	21.05	-0.73	-3.76	-0.73	-3.76	20.18	20.01	-0.17	-0.83
\$2,775–\$5,549	590	360	30.58	28.19	33.16	-2.39	-8.49	-2.39	-8.49	30.42	28.14	-2.29*	-8.12
\$5,550 or more	640	300	27.74	29.95	25.35	2.21	7.39	2.21	7.39	27.89	28.54	0.65	2.27
Stafford Loan status													
Received	1,780	960	86.07	88.06	83.93	1.99	2.26	1.99	2.26	86.28	85.39	-0.88	-1.04
Did not receive	200	160	13.93	11.94	16.07	-1.99	-16.63	-1.99	-16.63	13.72	14.61	0.88	6.06
Total Stafford amount received ⁸													
\$0 or unknown	200	160	13.93	11.94	16.07	-1.99	-16.63	-1.99	-16.63	13.72	14.61	0.88	6.06
\$1–\$4,699	300	220	18.61	18.44	18.79	-0.17	-0.92	-0.17	-0.92	18.49	18.87	0.37	1.98
\$4,700–\$6,500	430	260	23.10	21.56	24.75	-1.53	-7.11	-1.53	-7.11	23.12	21.14	-1.98	-9.34
\$6,501–\$9,500	930	430	37.79	40.80	34.55	3.01	7.38	3.01	7.38	37.99	39.44	1.46	3.69
\$9,501 or more	120	60	6.58	7.26	5.85	0.68	9.34	0.68	9.34	6.68	5.94	-0.74	-12.47
Institutional aid status													
Received	80	50	8.00	6.78	9.31	-1.22	-17.96	-1.22	-17.96	7.84	6.28	-1.56	-24.90
Did not receive	1,650	940	82.50	83.26	81.68	0.76	0.91	0.76	0.91	82.61	84.86	2.25	2.65
Unknown	250	140	9.50	9.96	9.01	0.46	4.59	0.46	4.59	9.54	8.86	-0.69	-7.74
State aid status													
Received	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Did not receive	1,660	960	85.94	84.98	86.96	-0.95	-1.12	-0.95	-1.12	85.83	86.60	0.78	0.90
Unknown	250	140	9.50	9.96	9.01	0.46	4.59	0.46	4.59	9.54	8.86	-0.69	-7.74

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment										After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents			Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²		Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP)														
Agriculture, Agriculture Operations, and Related Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Natural Resources and Conservation	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Architecture and Related Services	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Area, Ethnic, Cultural, and Gender Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Communication, Journalism, and Related Programs	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Communications Technologies/Technicians and Support Services	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Personal and Culinary Services	170	110	8.71	7.76	9.73	-0.95	-12.20	-0.95	-12.20		8.58	7.27	-1.31	-17.97
Education	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents		Full sample	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴		Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued														
Engineering	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Engineering Technologies/ Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Family and Consumer Sciences/ Human Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Legal Professions and Studies	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
English Language and Literature/ Letters	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Liberal Arts and Sciences, General Studies and Humanities	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Library Science	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Biological and Biomedical Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Mathematics and Statistics	†	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Multi/Interdisciplinary Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Parks, Recreation, Leisure, and Fitness Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Philosophy and Religious Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Theology and Religious Vocations	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Physical Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Science Technologies/Technicians	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Psychology	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Security and Protective Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Public Administration and Social Service Professions	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Social Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Construction Trades	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment									After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Mechanic and Repair Technologies/ Technicians	330	180	24.86	23.17	26.67	-1.68	-7.27	-1.68	-7.27	24.78	22.26	-2.52*	-11.32
Precision Production	40	30	4.00	3.10	4.97	-0.90	-29.11	-0.90	-29.11	3.94	3.44	-0.50	-14.50
Transportation and Materials													
Moving	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Visual and Performing Arts	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Health Professions and Related Clinical Sciences	1,130	590	36.99	39.47	34.31	2.48	6.30	2.48	6.30	37.12	41.15	4.03 ¹	9.79
Business, Management, Marketing, and Related Support Services	60	40	4.67	4.22	5.15	-0.45	-10.64	-0.45	-10.64	4.72	4.68	-0.04	-0.87
History (new)	†	†	†	†	†	†	†	†	†	†	†	†	†
Unknown	80	50	8.12	9.32	6.83	1.20	12.90	1.20	12.90	8.19	8.68	0.50	5.73

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴		Respondents, nonresponse adjusted ⁵	
												Estimated bias ⁶	Relative bias ²
Institution total enrollment ^a													
0-2,628	1,400	820	71.09	69.41	72.90	-1.68	-2.43	-1.68	-2.43	70.98	71.68	0.70	0.97
2,629-10,233	540	280	26.00	28.53	23.28	2.53	8.86	2.53	8.86	26.18	25.48	-0.70	-2.74
10,234-26,884	†	†	†	†	†	†	†	†	†	†	†	†	†
26,885 or more	†	†	†	†	†	†	†	†	†	†	†	†	†
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ^a													
64% or less	550	260	21.00	21.30	20.67	0.31	1.44	0.31	1.44	21.04	20.46	-0.58	-2.84
65%–80%	630	410	33.68	30.16	37.47	-3.52*	-11.67	-3.52*	-11.67	33.50	30.91	-2.59	-8.37
81%–92%	620	330	27.95	32.37	23.21	4.41*	13.64	4.41*	13.64	28.23	31.65	3.42*	10.82
93% or more	180	130	17.36	16.16	18.66	-1.20	-7.43	-1.20	-7.43	17.23	16.97	-0.25	-1.50
Unknown	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-10. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ^a													
23.64% or less	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
23.65%–41.64%	110	70	5.78	5.91	5.63	0.13	2.25	0.13	2.25	5.81	5.86	0.05	0.94
41.65%–60.34%	610	340	33.45	35.34	31.40	1.90	5.37	1.90	5.37	33.73	34.30	0.57	1.67
60.35% or more	1,220	700	58.18	55.24	61.35	-2.94	-5.32	-2.94	-5.32	57.82	56.27	-1.55	-2.75
Unknown	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

‡ Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ⁷													
New England	230	90	2.45	2.84	1.93	0.39	13.74	0.39	13.74	2.46	2.78	0.32	11.58
Mid East	630	310	8.44	8.61	8.21	0.17	1.99	0.17	1.99	8.44	8.57	0.13	1.47
Great Lakes	500	290	7.11	6.40	8.07	-0.71	-11.10	-0.71	-11.10	7.09	6.24	-0.85	-13.55
Plains	570	280	16.01	14.10	18.59	-1.92	-13.59	-1.92	-13.59	15.91	13.89	-2.02	-14.57
Southeast	1,370	860	21.72	20.40	23.51	-1.33	-6.50	-1.33	-6.50	21.72	20.56	-1.15	-5.62
Southwest	1,110	570	25.46	25.44	25.48	-0.02	-0.07	-0.02	-0.07	25.46	28.31	2.85*	10.07
Rocky Mountains	270	180	6.69	8.74	3.94	2.05	23.43	2.05	23.43	6.75	7.65	0.90	11.74
Far West	1,160	550	12.11	13.47	10.28	1.36*	10.10	1.36*	10.10	12.17	12.00	-0.17	-1.43
Age as of Dec 31, 2011													
15-23	3,830	1,870	49.38	52.37	45.37	2.98*	5.70	2.98*	5.70	49.56	50.26	0.71	1.41
24-29	910	610	20.69	17.92	24.41	-2.77*	-15.45	-2.77*	-15.45	20.51	19.32	-1.18	-6.13
30 or more	1,080	650	29.93	29.71	30.22	-0.22	-0.72	-0.22	-0.72	29.94	30.41	0.48	1.56
CPS record available													
Yes	5,610	2,920	93.63	93.15	94.28	-0.48	-0.52	-0.48	-0.52	93.61	93.15	-0.46	-0.49
No	210	200	6.37	6.85	5.72	0.48	7.07	0.48	7.07	6.39	6.85	0.46	6.72
Federal aid status													
Received	4,530	2,110	80.55	81.22	79.65	0.67	0.82	0.67	0.82	80.60	80.60	#	#
Did not receive	230	170	9.42	10.04	8.58	0.62	6.19	0.62	6.19	9.43	9.43	#	#
Unknown	1,060	840	10.03	8.74	11.76	-1.29	-14.76	-1.29	-14.76	9.98	9.98	#	#

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Pell Grant status													
Received	4,480	2,280	75.06	73.81	76.75	-1.25	-1.69	-1.25	-1.69	75.06	74.49	-0.58	-0.77
Did not receive	1,340	850	24.94	26.19	23.25	1.25	4.78	1.25	4.78	24.94	25.51	0.58	2.26
Total Pell amount received ⁸													
\$0 or unknown	1,340	850	24.94	26.19	23.25	1.25	4.78	1.25	4.78	24.94	25.51	0.58	2.26
\$1–\$2,774	1,140	820	24.20	21.92	27.27	-2.28	-10.40	-2.28*	-10.40	24.09	23.29	-0.79	-3.41
\$2,775–\$5,549	1,750	900	30.18	28.59	32.32	-1.59	-5.56	-1.59	-5.56	30.11	29.21	-0.90	-3.08
\$5,550 or more	1,590	560	20.69	23.30	17.16	2.62*	11.24	2.62*	11.24	20.87	21.99	1.12	5.08
Stafford Loan status													
Received	5,070	2,400	78.22	78.46	77.90	0.24	0.30	0.24	0.30	78.32	79.26	0.95	1.19
Did not receive	750	730	21.78	21.54	22.10	-0.24	-1.09	-0.24	-1.09	21.68	20.74	-0.95	-4.56
Total Stafford amount received ⁸													
\$0 or unknown	750	730	21.78	21.54	22.10	-0.24	-1.09	-0.24	-1.09	21.68	20.74	-0.95	-4.56
\$1–\$4,699	940	770	23.45	17.18	31.90	-6.28*	-36.55	-6.28*	-36.55	23.18	23.01	-0.17	-0.73
\$4,700–\$6,500	1,330	610	18.22	19.01	17.17	0.78	4.12	0.78	4.12	18.28	18.21	-0.08	-0.42
\$6,501–\$9,500	2,550	910	32.55	38.73	24.23	6.19*	15.97	6.19*	15.97	32.82	33.16	0.35	1.04
\$9,501 or more	250	100	4.00	3.54	4.61	-0.46	-12.87	-0.46	-12.87	4.04	4.88	0.84	17.30
Institutional aid status													
Received	190	70	3.70	3.98	3.33	0.28	6.97	0.28	6.97	3.72	3.85	0.13	3.36
Did not receive	4,600	2,300	87.63	87.99	87.16	0.35	0.40	0.35	0.40	87.63	88.81	1.18	1.33
Unknown	1,040	760	8.67	8.04	9.51	-0.63	-7.82	-0.63	-7.82	8.65	7.34	-1.31*	-17.86
State aid status													
Received	530	200	4.86	5.57	3.91	0.71*	12.73	0.71*	12.73	4.90	5.11	0.21	4.08
Did not receive	4,250	2,160	86.47	86.39	86.58	-0.08	-0.09	-0.08	-0.09	86.45	87.55	1.10	1.26
Unknown	1,040	760	8.67	8.04	9.51	-0.63	-7.82	-0.63	-7.82	8.65	7.34	-1.31*	-17.86

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP)														
Agriculture, Agriculture Operations, and Related Sciences	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Natural Resources and Conservation	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	80	40	1.06	1.04	1.08	-0.01	-1.40	-0.01	-1.40	1.06	1.04	-0.03	-2.54	
Computer and Information Sciences and Support Services	1,030	490	11.52	11.29	11.84	-0.23	-2.06	-0.23	-2.06	11.52	11.34	-0.18	-1.58	
Personal and Culinary Services	450	220	3.98	3.78	4.26	-0.21	-5.46	-0.21	-5.46	3.97	3.61	-0.36	-10.00	
Education	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment					
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Engineering	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Engineering Technologies/ Technicians	450	390	3.59	3.30	3.98	-0.29	-8.73	-0.29	-8.73	3.57	3.02	-0.55*	-18.03	
Foreign Languages, Literatures, and Linguistics	†	†	†	†	†	†	†	†	†	†	†	†	†	
Family and Consumer Sciences/ Human Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Legal Professions and Studies	70	60	1.29	1.08	1.58	-0.21	-19.91	-0.21	-19.91	1.28	1.07	-0.21*	-19.55	
English Language and Literature/ Letters	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Liberal Arts and Sciences, General Studies and Humanities	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Library Science	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Biological and Biomedical Sciences	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
Mathematics and Statistics	†	†	†	†	†	†	†	†	†	†	†	†	†	

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment										After nonresponse weight adjustment			
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents		
	Unweighted respondent	Unweighted non- respondents	Full sample	Respondents	Non- respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²	
Major (2-digit CIP) —Continued														
Multi/Interdiscipli- nary Studies	90	50	2.75		2.62	2.93	-0.13	-5.12	-0.13	-5.12	2.75	2.73	-0.02	-0.64
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Philosophy and Religious Studies	†	†	†		†	†	†	†	†	†	†	†	†	†
Theology and Religious Vocations	†	†	†		†	†	†	†	†	†	†	†	†	†
Physical Sciences	†	†	†		†	†	†	†	†	†	†	†	†	†
Science Technologies/ Technicians	‡	‡	‡		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Psychology	‡	‡	‡		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Security and Protective Services	550	310	13.24		13.77	12.53	0.53	3.84	0.53	3.84	13.24	13.50	0.27	1.98
Public Administration and Social Service Professions	60	40	1.88		1.42	2.51	-0.46	-32.68	-0.46	-32.68	1.87	1.51	-0.36	-23.90
Social Sciences	‡	‡	‡		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Construction Trades	‡	‡	‡		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Major (2-digit CIP) —Continued													
Mechanic and Repair Technologies/Technicians	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Precision Production	†	†	†	†	†	†	†	†	†	†	†	†	†
Transportation and Materials Moving	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Visual and Performing Arts	710	320	7.74	8.35	6.91	0.61	7.36	0.61	7.36	7.78	7.54	-0.24	-3.20
Health Professions and Related Clinical Sciences	1,000	460	12.86	13.16	12.46	0.30	2.27	0.30	2.27	12.88	13.12	0.24	1.84
Business, Management, Marketing, and Related Support Services	1,030	570	28.67	28.91	28.35	0.24	0.83	0.24	0.83	28.69	29.12	0.43	1.48
History (new)	†	†	†	†	†	†	†	†	†	†	†	†	†
Unknown	70	80	2.72	2.37	3.18	-0.35	-14.54	-0.35	-14.54	2.71	3.37	0.67	19.73

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Institution total enrollment ^a													
0-2,628	2,590	1,470	25.47	26.29	24.36	0.82	3.13	0.82	3.13	25.52	24.93	-0.59	-2.36
2,629-10,233	1,900	930	18.87	19.82	17.58	0.95	4.81	0.95	4.81	18.91	20.32	1.40	6.90
10,234-26,884	380	220	8.28	7.73	9.02	-0.55	-7.12	-0.55	-7.12	8.25	7.27	-0.98	-13.53
26,885 or more	950	520	47.39	46.16	49.04	-1.23	-2.65	-1.23	-2.65	47.32	47.48	0.17	0.35
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ^a													
64% or less	540	290	9.99	10.01	9.97	0.01	0.14	0.01	0.14	10.00	9.31	-0.69	-7.40
65%–80%	1,610	970	16.61	16.75	16.42	0.14	0.85	0.14	0.85	16.64	16.01	-0.63	-3.92
81%–92%	2,570	1,370	58.54	58.12	59.10	-0.42	-0.72	-0.42	-0.72	58.49	59.51	1.02	1.71
93% or more	1,100	500	14.86	15.12	14.51	0.26	1.73	0.26	1.73	14.87	15.17	0.30	1.98
Unknown	†	†	†	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table I-11. Student-level (study member) nonresponse bias analysis for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	Before nonresponse weight adjustment								After nonresponse weight adjustment				
	Means, base weighted					Respondents vs. full sample		Respondents vs. nonrespondents		Means		Full sample vs. respondents	
	Unweighted respondent	Unweighted non-respondents	Full sample	Respondents	Non-respondents	Estimated bias ¹	Relative bias ²	Estimated bias ³	Relative bias ²	Full sample, base weighted ⁴	Respondents, nonresponse adjusted ⁵	Estimated bias ⁶	Relative bias ²
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ^a													
23.64% or less	1,770	1,040	49.64	47.79	52.13	-1.85	-3.88	-1.85	-3.88	49.54	48.78	-0.76	-1.56
23.65%–41.64%	2,380	1,280	28.20	28.38	27.96	0.18	0.63	0.18	0.63	28.24	28.24	#	#
41.65%–60.34%	690	290	6.71	7.20	6.06	0.49	6.76	0.49	6.76	6.71	6.95	0.24	3.40
60.35% or more	330	200	2.74	2.57	2.97	-0.17	-6.73	-0.17	-6.73	2.74	2.22	-0.52	-23.30
Unknown	640	310	12.70	14.06	10.87	1.36	9.67	1.36	9.67	12.78	13.82	1.04	7.54

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Bias is significant at the 0.05 level.

¹ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using base weight) and the mean of all sample cases (using the base weight).² Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases * 100.³ Bias in the sample mean is estimated as the product of the base-weighted nonresponse rate and the difference between the mean of respondent cases (using base weight) and the mean of nonrespondent cases (using the base weight).⁴ Base weight adjusted for ineligibility.⁵ Base weight, adjusted for unknown eligibility and nonresponse.⁶ Bias in the sample mean is estimated as the difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁷ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.⁸ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell Grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-12. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in all institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Institution strata					
Public less-than-2-year	0.19	0.19	0.61	-0.42*	-0.42*
Public 2-year	37.31	37.31	38.35	-1.04	-1.04
Public 4-year non-doctorate-granting	11.21	11.21	9.55	1.66*	1.66*
Public 4-year doctorate-granting	22.72	22.72	21.29	1.43*	1.43*
Private nonprofit less-than-4-year	0.37	0.37	0.75	-0.38*	-0.38*
Private nonprofit 4-year non-doctorate-granting	8.37	8.37	6.30	2.07*	2.07*
Private nonprofit 4-year doctorate-granting	8.90	8.90	9.27	-0.37*	-0.37*
Private for-profit less-than-2-year	3.21	3.21	3.81	-0.60*	-0.60*
Private for-profit 2-year	3.09	3.09	3.94	-0.85*	-0.85*
Private for-profit 4-year	4.64	4.64	6.13	-1.49*	-1.49*
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region³					
New England	5.84	5.84	5.51	0.33	0.33
Mid East	15.25	15.25	14.70	0.55	0.55
Great Lakes	14.96	14.96	14.64	0.32	0.32
Plains	7.46	7.46	7.10	0.36	0.36
Southeast	23.78	23.78	24.32	-0.54	-0.54
Southwest	12.92	12.92	13.67	-0.75	-0.75
Rocky Mountains	3.94	3.94	3.93	0.01	0.01
Far West	15.84	15.84	16.12	-0.28	-0.28
Age as of Dec 31, 2011					
15–23	87.07	87.07	85.22	1.85*	1.85*
24–29	5.68	5.68	6.55	-0.87*	-0.87*
30 or more	7.25	7.25	8.23	-0.98*	-0.98*
CPS record available					
Yes	80.02	79.76	79.87	0.15	-0.11
No	19.98	20.24	20.13	-0.15	0.11

See notes at end of table.

Table I-12. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in all institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Federal aid status					
Received	65.30	65.30	63.47	1.83*	1.83*
Did not receive	23.58	23.58	27.59	-4.01*	-4.01*
Unknown	11.12	11.12	8.94	2.18*	2.18*
Pell Grant status					
Received	48.35	48.35	48.99	-0.64	-0.64
Did not receive	51.65	51.65	51.01	0.64	0.64
Total Pell amount received ⁴					
\$0 or unknown	51.65	51.65	51.01	0.64	0.64
\$1–\$2,774	13.73	13.73	15.15	-1.42*	-1.42*
\$2,775–\$5,549	18.76	18.76	18.10	0.66	0.66
\$5,550 or more	15.86	15.86	15.73	0.13	0.13
Stafford Loan status					
Received	47.75	47.75	45.35	2.40*	2.40*
Did not receive	52.25	52.25	54.65	-2.40*	-2.40*
Total Stafford amount received ⁴					
\$0 or unknown	52.25	52.25	54.65	-2.40*	-2.40*
\$1–\$4,699	13.59	13.59	13.60	-0.01	-0.01
\$4,700–\$6,500	24.22	24.22	21.78	2.44*	2.44*
\$6,501–\$9,500	9.27	9.27	9.29	-0.02	-0.02
\$9,501 or more	0.68	0.68	0.67	0.01	0.01
Institutional aid status					
Received	28.47	28.47	25.67	2.80*	2.80*
Did not receive	64.63	64.63	66.82	-2.19*	-2.19*
Unknown	6.90	6.90	7.52	-0.62	-0.62
State aid status					
Received	21.79	21.79	20.41	1.38*	1.38*
Did not receive	71.31	71.31	72.07	-0.76	-0.76
Unknown	6.90	6.90	7.52	-0.62	-0.62

See notes at end of table.

Table I-12. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in all institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	0.53	0.59	0.47	0.06	0.12*
Natural Resources and Conservation	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	1.56	1.57	1.58	-0.02	-0.01
Communications Technologies/Technicians and Support Services	0.31	0.32	0.33	-0.02	-0.01
Computer and Information Sciences and Support Services	2.21	2.23	2.68	-0.47*	-0.45*
Personal and Culinary Services	2.57	2.67	2.95	-0.38*	-0.28
Education	3.21	3.16	2.83	0.38*	0.33*
Engineering	2.97	2.98	2.70	0.27*	0.28*
Engineering Technologies/Technicians	1.57	1.58	1.92	-0.35*	-0.34*
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡
Family and Consumer Sciences/Human Sciences	0.85	0.82	0.82	0.03	#
Legal Professions and Studies	0.45	0.41	0.41	0.04	#
English Language and Literature/Letters	0.87	0.88	0.89	-0.02	-0.01
Liberal Arts and Sciences, General Studies and Humanities	18.58	18.09	17.62	0.96*	0.47
Library Science	‡	‡	‡	‡	‡
Biological and Biomedical Sciences	3.49	3.39	3.27	0.22*	0.12
Mathematics and Statistics	‡	‡	‡	‡	‡
Multi/Interdisciplinary Studies	2.19	1.97	1.89	0.30	0.08
Parks, Recreation, Leisure, and Fitness Studies	1.09	1.26	1.09	#	0.17
Philosophy and Religious Studies	‡	‡	‡	‡	‡

See notes at end of table.

Table I-12. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in all institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)—Continued					
Theology and Religious Vocations	‡	‡	‡	‡	‡
Physical Sciences	0.94	0.85	0.83	0.11*	0.02
Science Technologies/Technicians	‡	‡	‡	‡	‡
Psychology	2.40	2.33	2.17	0.23	0.16
Security and Protective Services	3.27	3.35	3.41	-0.14	-0.06
Public Administration and Social Service					
Professions	0.56	0.62	0.55	0.01	0.07
Social Sciences	1.59	1.65	1.67	-0.08	-0.02
Construction Trades	0.41	0.44	0.52	-0.11*	-0.08
Mechanic and Repair					
Technologies/Technicians	1.73	2.20	2.02	-0.29*	0.18
Precision Production	0.63	0.68	0.82	-0.19*	-0.14
Transportation and Materials Moving	0.14	0.20	0.20	-0.06*	#
Visual and Performing Arts	3.79	3.70	3.72	0.07	-0.02
Health Professions and Related Clinical					
Sciences	10.41	10.23	11.77	-1.36*	-1.54*
Business, Management, Marketing, and					
Related Support Services	9.71	9.86	9.26	0.45	0.60*
History (new)	‡	‡	‡	‡	‡
Unknown	19.74	19.59	19.63	0.11	-0.04
Institution total enrollment ⁴					
0–2,628	14.11	14.11	15.15	-1.04*	-1.04*
2,629–10,233	24.15	24.15	23.56	0.59	0.59
10,234–26,884	32.69	32.69	32.76	-0.07	-0.07
26,885 or more	29.04	29.04	28.53	0.51	0.51

See notes at end of table.

Table I-12. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in all institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	35.85	34.55	34.89	0.96	-0.34
65%–80%	28.33	29.23	28.77	-0.44	0.46
81%–92%	20.27	20.62	21.89	-1.62*	-1.27
93% or more	15.29	15.33	14.10	1.19*	1.23*
Unknown	0.27	0.26	0.36	-0.09	-0.10
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴					
23.64% or less	32.01	31.76	33.67	-1.66*	-1.91*
23.65%–41.64%	20.80	21.54	20.87	-0.07	0.67
41.65%–60.34%	18.87	19.19	17.47	1.40*	1.72*
60.35% or more	23.82	23.07	22.37	1.45*	0.70
Unknown	4.50	4.45	5.63	-1.13	-1.18

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-13. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public less-than-2-year institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³					
New England	‡	‡	‡	‡	‡
Mid East	‡	‡	‡	‡	‡
Great Lakes	‡	‡	‡	‡	‡
Plains	‡	‡	‡	‡	‡
Southeast	‡	‡	‡	‡	‡
Southwest	‡	‡	‡	‡	‡
Rocky Mountains	‡	‡	‡	‡	‡
Far West	‡	‡	‡	‡	‡
Age as of Dec 31, 2011					
15–23	62.53	63.86	64.42	-1.89	-0.56
24–29	‡	‡	‡	‡	‡
30 or more	‡	‡	‡	‡	‡
CPS record available					
Yes	77.78	73.97	75.31	2.47	-1.34
No	‡	‡	‡	‡	‡
Federal aid status					
Received	66.63	63.85	60.24	6.39*	3.61
Did not receive	‡	‡	‡	‡	‡
Unknown	‡	‡	‡	‡	‡
Pell Grant status					
Received	58.53	55.45	53.67	4.86	1.78
Did not receive	41.47	44.55	46.33	-4.86	-1.78

See notes at end of table.

Table I-13. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public less-than-2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Total Pell amount received ⁴					
\$0 or unknown	41.47	44.55	46.33	-4.86	-1.78
\$1–\$2,774	‡	‡	‡	‡	‡
\$2,775–\$5,549	‡	‡	‡	‡	‡
\$5,550 or more	‡	‡	‡	‡	‡
Stafford Loan status					
Received	‡	‡	‡	‡	‡
Did not receive	58.10	58.42	78.24	-20.14*	-19.82*
Total Stafford amount received ⁴					
\$0 or unknown	58.10	58.42	78.24	-20.14*	-19.82*
\$1–\$4,699	‡	‡	‡	‡	‡
\$4,700–\$6,500	‡	‡	‡	‡	‡
\$6,501–\$9,500	‡	‡	‡	‡	‡
\$9,501 or more	‡	‡	‡	‡	‡
Institutional aid status					
Received	‡	‡	‡	‡	‡
Did not receive	92.47	96.07	92.16	0.31	3.91
Unknown	‡	‡	‡	‡	‡
State aid status					
Received	‡	‡	‡	‡	‡
Did not receive	88.10	91.14	86.90	1.20	4.24*
Unknown	‡	‡	‡	‡	‡

See notes at end of table.

Table I-13. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public less-than-2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡
Natural Resources and Conservation	†	†	†	†	†
Architecture and Related Services	†	†	†	†	†
Area, Ethnic, Cultural, and Gender Studies	†	†	†	†	†
Communication, Journalism, and Related Programs	†	†	†	†	†
Communications Technologies/Technicians and Support Services	†	†	†	†	†
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡
Personal and Culinary Services	‡	‡	‡	‡	‡
Education	†	†	†	†	†
Engineering	†	†	†	†	†
Engineering Technologies/Technicians	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	†	†	†	†	†
Family and Consumer Sciences/Human Sciences	†	†	†	†	†
Legal Professions and Studies	†	†	†	†	†
English Language and Literature/Letters	†	†	†	†	†
Liberal Arts and Sciences, General Studies and Humanities	†	†	†	†	†
Library Science	†	†	†	†	†
Biological and Biomedical Sciences	†	†	†	†	†
Mathematics and Statistics	†	†	†	†	†
Multi/Interdisciplinary Studies	†	†	†	†	†
Parks, Recreation, Leisure, and Fitness Studies	†	†	†	†	†
Philosophy and Religious Studies	†	†	†	†	†

See notes at end of table.

Table I-13. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public less-than-2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)—Continued					
Theology and Religious Vocations	†	†	†	†	†
Physical Sciences	†	†	†	†	†
Science Technologies/Technicians	†	†	†	†	†
Psychology	†	†	†	†	†
Security and Protective Services	‡	‡	‡	‡	‡
Public Administration and Social Service					
Professions	†	†	†	†	†
Social Sciences	†	†	†	†	†
Construction Trades	‡	‡	‡	‡	‡
Mechanic and Repair					
Technologies/Technicians	‡	‡	‡	‡	‡
Precision Production	‡	‡	‡	‡	‡
Transportation and Materials Moving	‡	‡	‡	‡	‡
Visual and Performing Arts	†	†	†	†	†
Health Professions and Related Clinical					
Sciences	‡	‡	‡	‡	‡
Business, Management, Marketing, and					
Related Support Services	‡	‡	‡	‡	‡
History (new)	†	†	†	†	†
Unknown	‡	‡	‡	‡	‡
Institution total enrollment ⁴					
0–2,628	99.32	99.70	98.71	0.61	0.99
2,629–10,233	†	†	†	†	†
10,234–26,884	‡	‡	‡	‡	‡
26,885 or more	†	†	†	†	†

See notes at end of table.

Table I-13. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public less-than-2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	†	†	†	†	†
65%–80%	†	†	†	†	†
81%–92%	†	†	†	†	†
93% or more	†	†	†	†	†
Unknown	†	†	†	†	†

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-14. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 2-year institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³					
New England	4.09	4.07	4.31	-0.22	-0.24
Mid East	12.91	13.30	11.94	0.97	1.36*
Great Lakes	15.28	14.82	15.36	-0.08	-0.54
Plains	7.84	7.81	7.65	0.19	0.16
Southeast	20.09	19.78	19.90	0.19	-0.12
Southwest	16.23	16.25	15.91	0.32	0.34
Rocky Mountains	2.57	2.71	2.94	-0.37	-0.23
Far West	20.98	21.26	21.98	-1.00	-0.72
Age as of Dec 31, 2011					
15–23	81.43	81.66	81.43	#	0.23
24–29	8.63	8.40	8.33	0.30	0.07
30 or more	9.94	9.94	10.24	-0.30	-0.30
CPS record available					
Yes	75.69	75.21	71.67	4.02*	3.54*
No	24.31	24.79	28.33	-4.02*	-3.54*
Federal aid status					
Received	59.53	59.55	53.19	6.34*	6.36*
Did not receive	26.41	25.73	36.04	-9.63*	-10.31*
Unknown	14.06	14.72	10.77	3.29*	3.95*
Pell Grant status					
Received	55.29	54.89	47.65	7.64*	7.24*
Did not receive	44.71	45.11	52.35	-7.64*	-7.24*

See notes at end of table.

Table I-14. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Total Pell amount received ⁴					
\$0 or unknown	44.71	45.11	52.35	-7.64*	-7.24*
\$1–\$2,774	18.89	18.72	20.75	-1.86*	-2.03*
\$2,775–\$5,549	23.16	23.10	16.97	6.19*	6.13*
\$5,550 or more	13.24	13.08	9.93	3.31*	3.15*
Stafford Loan status					
Received	24.33	24.58	19.10	5.23*	5.48*
Did not receive	75.67	75.42	80.90	-5.23*	-5.48*
Total Stafford amount received ⁴					
\$0 or unknown	75.67	75.42	80.90	-5.23*	-5.48*
\$1–\$4,699	13.03	13.64	11.67	1.36*	1.97*
\$4,700–\$6,500	6.93	6.95	5.01	1.92*	1.94*
\$6,501–\$9,500	4.36	3.99	2.42	1.94*	1.57*
\$9,501 or more	‡	‡	‡	‡	‡
Institutional aid status					
Received	13.12	13.64	12.53	0.59	1.11
Did not receive	78.15	78.12	78.95	-0.80	-0.83
Unknown	8.72	8.24	8.52	0.20	-0.28
State aid status					
Received	16.80	17.44	15.06	1.74*	2.38*
Did not receive	74.48	74.32	76.42	-1.94*	-2.10*
Unknown	8.72	8.24	8.52	0.20	-0.28

See notes at end of table.

Table I-14. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡
Natural Resources and Conservation	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	‡	‡	‡	‡	‡
Computer and Information Sciences and Support Services	1.91	2.09	2.25	-0.34*	-0.16
Personal and Culinary Services	1.73	1.82	1.68	0.05	0.14
Education	1.93	2.07	1.85	0.08	0.22
Engineering	0.85	1.01	0.89	-0.04	0.12
Engineering Technologies/Technicians	2.45	2.27	2.75	-0.30*	-0.48*
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡
Family and Consumer Sciences/Human Sciences	1.37	1.30	1.35	0.02	-0.05
Legal Professions and Studies	‡	‡	‡	‡	‡
English Language and Literature/Letters	‡	‡	‡	‡	‡
Liberal Arts and Sciences, General Studies and Humanities	33.02	31.90	31.31	1.71*	0.59
Library Science	‡	‡	‡	‡	‡
Biological and Biomedical Sciences	‡	‡	‡	‡	‡
Mathematics and Statistics	‡	‡	‡	‡	‡
Multi/Interdisciplinary Studies	1.47	1.41	1.42	0.05	-0.01
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡
Philosophy and Religious Studies	‡	‡	‡	‡	‡

See notes at end of table.

Table I-14. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)—Continued					
Theology and Religious Vocations	†	†	†	†	†
Physical Sciences	‡	‡	‡	‡	‡
Science Technologies/Technicians	‡	‡	‡	‡	‡
Psychology	‡	‡	‡	‡	‡
Security and Protective Services	4.53	4.64	4.31	0.22	0.33
Public Administration and Social Service					
Professions	‡	‡	‡	‡	‡
Social Sciences	‡	‡	‡	‡	‡
Construction Trades	0.85	0.86	1.00	-0.15	-0.14
Mechanic and Repair					
Technologies/Technicians	1.98	2.53	1.94	0.04	0.59*
Precision Production	1.19	1.28	1.41	-0.22	-0.13
Transportation and Materials Moving	‡	‡	‡	‡	‡
Visual and Performing Arts	2.69	2.65	2.72	-0.03	-0.07
Health Professions and Related Clinical					
Sciences	9.38	9.07	9.56	-0.18	-0.49
Business, Management, Marketing, and					
Related Support Services	9.05	8.56	8.31	0.74	0.25
History (new)	‡	‡	‡	‡	‡
Unknown	19.02	19.40	20.26	-1.24	-0.86
Institution total enrollment ⁴					
0–2,628	2.86	2.67	2.58	0.28	0.09
2,629–10,233	24.93	25.80	24.99	-0.06	0.81
10,234–26,884	44.33	43.41	44.27	0.06	-0.86
26,885 or more	27.88	28.12	28.16	-0.28	-0.04

See notes at end of table.

Table I-14. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	47.58	46.19	48.42	-0.84	-2.23*
65%–80%	33.71	33.98	33.67	0.04	0.31
81%–92%	12.63	13.77	12.03	0.60	1.74*
93% or more	5.81	5.73	5.60	0.21	0.13
Unknown	‡	‡	‡	‡	‡
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴					
23.64% or less	72.75	71.44	72.74	0.01	-1.30
23.65%–41.64%	23.48	24.59	23.14	0.34	1.45
41.65%–60.34%	2.73	2.95	3.00	-0.27	-0.05
60.35% or more	0.77	0.68	0.84	-0.07	-0.16
Unknown	‡	‡	‡	‡	‡

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-15. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year non-doctorate-granting institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³					
New England	‡	‡	‡	‡	‡
Mid East	17.82	16.98	15.79	2.03	1.19
Great Lakes	15.05	15.01	16.04	-0.99	-1.03
Plains	‡	‡	‡	‡	‡
Southeast	34.85	34.72	37.90	-3.05	-3.18*
Southwest	3.27	3.99	3.52	-0.25	0.47
Rocky Mountains	6.66	6.86	6.40	0.26	0.46
Far West	14.96	15.09	13.64	1.32	1.45
Age as of Dec 31, 2011					
15–23	93.10	92.53	91.82	1.28	0.71
24–29	3.07	3.58	3.64	-0.57	-0.06
30 or more	‡	‡	‡	‡	‡
CPS record available					
Yes	78.97	79.03	81.13	-2.16	-2.10
No	21.03	20.97	18.87	2.16	2.10
Federal aid status					
Received	69.56	69.56	68.82	0.74	0.74
Did not receive	20.59	22.82	27.83	-7.24*	-5.01*
Unknown	9.85	7.63	3.35	6.50*	4.28*
Pell Grant status					
Received	47.86	47.15	48.17	-0.31	-1.02
Did not receive	52.14	52.85	51.83	0.31	1.02

See notes at end of table.

Table I-15. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Total Pell amount received ⁴					
\$0 or unknown	52.14	52.85	51.83	0.31	1.02
\$1–\$2,774	11.28	11.59	14.01	-2.73*	-2.42*
\$2,775–\$5,549	17.18	16.90	18.31	-1.13	-1.41
\$5,550 or more	19.41	18.67	15.86	3.55*	2.81*
Stafford Loan status					
Received	49.00	47.69	44.50	4.50*	3.19*
Did not receive	51.00	52.31	55.50	-4.50*	-3.19*
Total Stafford amount received ⁴					
\$0 or unknown	51.00	52.31	55.50	-4.50*	-3.19*
\$1–\$4,699	13.42	12.89	13.45	-0.03	-0.56
\$4,700–\$6,500	28.24	27.33	25.12	3.12*	2.21*
\$6,501–\$9,500	7.18	7.26	5.78	1.40*	1.48*
\$9,501 or more	‡	‡	‡	‡	‡
Institutional aid status					
Received	22.14	20.31	18.20	3.94*	2.11*
Did not receive	75.53	77.54	79.89	-4.36*	-2.35*
Unknown	‡	‡	‡	‡	‡
State aid status					
Received	30.55	28.01	26.85	3.70*	1.16
Did not receive	67.12	69.85	71.23	-4.11*	-1.38
Unknown	‡	‡	‡	‡	‡

See notes at end of table.

Table I-15. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡
Natural Resources and Conservation	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	‡	‡	‡	‡	‡
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡
Personal and Culinary Services	‡	‡	‡	‡	‡
Education	‡	‡	‡	‡	‡
Engineering	‡	‡	‡	‡	‡
Engineering Technologies/Technicians	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡
Family and Consumer Sciences/Human Sciences	‡	‡	‡	‡	‡
Legal Professions and Studies	‡	‡	‡	‡	‡
English Language and Literature/Letters	‡	‡	‡	‡	‡
Liberal Arts and Sciences, General Studies and Humanities	26.25	25.69	25.79	0.46	-0.10
Library Science	†	†	†	†	†
Biological and Biomedical Sciences	‡	‡	‡	‡	‡
Mathematics and Statistics	‡	‡	‡	‡	‡
Multi/Interdisciplinary Studies	‡	‡	‡	‡	‡
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡
Philosophy and Religious Studies	‡	‡	‡	‡	‡

See notes at end of table.

Table I-15. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)—Continued					
Theology and Religious Vocations	†	†	†	†	†
Physical Sciences	‡	‡	‡	‡	‡
Science Technologies/Technicians	‡	‡	‡	‡	‡
Psychology	‡	‡	‡	‡	‡
Security and Protective Services	‡	‡	‡	‡	‡
Public Administration and Social Service					
Professions	‡	‡	‡	‡	‡
Social Sciences	‡	‡	‡	‡	‡
Construction Trades	‡	‡	‡	‡	‡
Mechanic and Repair					
Technologies/Technicians	‡	‡	‡	‡	‡
Precision Production	‡	‡	‡	‡	‡
Transportation and Materials Moving	‡	‡	‡	‡	‡
Visual and Performing Arts	‡	‡	‡	‡	‡
Health Professions and Related Clinical					
Sciences	7.54	7.88	9.05	-1.51*	-1.17
Business, Management, Marketing, and					
Related Support Services	7.45	7.62	7.53	-0.08	0.09
History (new)	‡	‡	‡	‡	‡
Unknown	15.66	16.53	16.81	-1.15	-0.28

See notes at end of table.

Table I-15. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year non-doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Institution total enrollment ⁴					
0–2,628	‡	‡	‡	‡	‡
2,629–10,233	39.66	38.41	36.97	2.69	1.44
10,234–26,884	35.53	36.99	37.02	-1.49	-0.03
26,885 or more	21.17	20.89	22.54	-1.37	-1.65
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	32.70	30.69	29.47	3.23	1.22
65%–80%	36.99	39.11	40.91	-3.92*	-1.80
81%–92%	24.31	23.79	24.07	0.24	-0.28
93% or more	5.62	6.11	5.05	0.57	1.06
Unknown	‡	‡	‡	‡	‡
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴					
23.64% or less	16.68	17.84	15.47	1.21	2.37*
23.65%–41.64%	44.42	43.94	47.93	-3.51*	-3.99*
41.65%–60.34%	28.15	28.35	27.05	1.10	1.30
60.35% or more	9.68	9.06	8.59	1.09*	0.47
Unknown	‡	‡	‡	‡	‡

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-16. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year doctorate-granting institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³					
New England	‡	‡	‡	‡	‡
Mid East	9.81	9.56	10.76	-0.95	-1.20
Great Lakes	17.80	17.31	16.47	1.33	0.84
Plains	7.74	7.96	7.36	0.38	0.60
Southeast	29.52	29.74	31.76	-2.24	-2.02
Southwest	13.57	13.74	14.15	-0.58	-0.41
Rocky Mountains	3.88	4.06	3.79	0.09	0.27
Far West	13.94	13.64	11.94	2.00*	1.70*
Age as of Dec 31, 2011					
15–23	99.06	98.77	98.13	0.93	0.64
24–29	‡	‡	‡	‡	‡
30 or more	‡	‡	‡	‡	‡
CPS record available					
Yes	80.25	80.17	82.77	-2.52*	-2.60*
No	19.75	19.83	17.23	2.52*	2.60*
Federal aid status					
Received	64.76	64.76	66.54	-1.78	-1.78
Did not receive	28.41	28.41	29.57	-1.16	-1.16
Unknown	6.83	6.83	3.90	2.93*	2.93*
Pell Grant status					
Received	34.10	34.22	36.33	-2.23*	-2.11
Did not receive	65.90	65.78	63.67	2.23*	2.11

See notes at end of table.

Table I-16. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Total Pell amount received ⁴					
\$0 or unknown	65.90	65.78	63.67	2.23*	2.11
\$1–\$2,774	7.88	7.80	8.59	-0.71	-0.79
\$2,775–\$5,549	10.73	10.58	11.70	-0.97	-1.12
\$5,550 or more	15.49	15.85	16.05	-0.56	-0.20
Stafford Loan status					
Received	55.99	56.96	57.78	-1.79	-0.82
Did not receive	44.01	43.04	42.22	1.79	0.82
Total Stafford amount received ⁴					
\$0 or unknown	44.01	43.04	42.22	1.79	0.82
\$1–\$4,699	14.21	13.86	15.21	-1.00	-1.35
\$4,700–\$6,500	36.57	37.05	36.27	0.30	0.78
\$6,501–\$9,500	5.03	5.83	6.13	-1.10	-0.30
\$9,501 or more	‡	‡	‡	‡	‡
Institutional aid status					
Received	36.22	36.24	35.79	0.43	0.45
Did not receive	60.43	59.84	60.70	-0.27	-0.86
Unknown	3.35	3.91	3.50	-0.15	0.41
State aid status					
Received	33.37	33.16	35.57	-2.20*	-2.41*
Did not receive	63.28	62.93	60.93	2.35*	2.00
Unknown	3.35	3.91	3.50	-0.15	0.41

See notes at end of table.

Table I-16. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡
Natural Resources and Conservation	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	‡	‡	‡	‡	‡
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡
Personal and Culinary Services	†	†	†	†	†
Education	‡	‡	‡	‡	‡
Engineering	7.74	7.58	7.25	0.49	0.33
Engineering Technologies/Technicians	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡
Family and Consumer Sciences/Human Sciences	‡	‡	‡	‡	‡
Legal Professions and Studies	‡	‡	‡	‡	‡
English Language and Literature/Letters	‡	‡	‡	‡	‡
Liberal Arts and Sciences, General Studies and Humanities	7.43	7.60	7.86	-0.43	-0.26
Library Science	†	†	†	†	†
Biological and Biomedical Sciences	7.42	7.23	7.34	0.08	-0.11
Mathematics and Statistics	‡	‡	‡	‡	‡
Multi/Interdisciplinary Studies	‡	‡	‡	‡	‡
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡
Philosophy and Religious Studies	‡	‡	‡	‡	‡

See notes at end of table.

Table I-16. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)—Continued					
Theology and Religious Vocations	‡	‡	‡	‡	‡
Physical Sciences	‡	‡	‡	‡	‡
Science Technologies/Technicians	†	†	†	†	†
Psychology	4.30	4.28	4.15	0.15	0.13
Security and Protective Services	‡	‡	‡	‡	‡
Public Administration and Social Service					
Professions	‡	‡	‡	‡	‡
Social Sciences	‡	‡	‡	‡	‡
Construction Trades	‡	‡	‡	‡	‡
Mechanic and Repair					
Technologies/Technicians	‡	‡	‡	‡	‡
Precision Production	‡	‡	‡	‡	‡
Transportation and Materials Moving	‡	‡	‡	‡	‡
Visual and Performing Arts	‡	‡	‡	‡	‡
Health Professions and Related Clinical					
Sciences	7.25	7.23	7.52	-0.27	-0.29
Business, Management, Marketing, and					
Related Support Services	10.25	11.27	9.53	0.72	1.74*
History (new)	‡	‡	‡	‡	‡
Unknown	20.48	20.22	21.40	-0.92	-1.18
Institution total enrollment ⁴					
0–2,628	†	†	†	†	†
2,629–10,233	6.55	6.52	6.86	-0.31	-0.34
10,234–26,884	37.40	37.90	38.97	-1.57	-1.07
26,885 or more	56.05	55.58	54.17	1.88	1.41

See notes at end of table.

Table I-16. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in public 4-year doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	45.00	42.97	40.70	4.30*	2.27
65%–80%	26.58	28.71	27.13	-0.55	1.58
81%–92%	21.08	21.47	25.14	-4.06*	-3.67*
93% or more	7.35	6.85	7.03	0.32	-0.18
Unknown	†	†	†	†	†
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴					
23.64% or less	‡	‡	‡	‡	‡
23.65%–41.64%	16.97	18.58	17.98	-1.01	0.60
41.65%–60.34%	35.93	35.87	35.45	0.48	0.42
60.35% or more	45.84	44.21	44.47	1.37	-0.26
Unknown	†	†	†	†	†

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-17. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit less-than-4-year institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³					
New England	‡	‡	‡	‡	‡
Mid East	24.49	20.34	16.24	8.25	4.10
Great Lakes	‡	‡	‡	‡	‡
Plains	‡	‡	‡	‡	‡
Southeast	33.71	34.21	39.21	-5.50	-5.00
Southwest	‡	‡	‡	‡	‡
Rocky Mountains	†	†	†	†	†
Far West	14.20	19.60	15.43	-1.23	4.17
Age as of Dec 31, 2011					
15–23	70.52	70.28	64.65	5.87	5.63
24–29	‡	‡	‡	‡	‡
30 or more	‡	‡	‡	‡	‡
CPS record available					
Yes	85.37	85.79	91.03	-5.66	-5.24
No	‡	‡	‡	‡	‡
Federal aid status					
Received	79.55	79.55	76.28	3.27	3.27
Did not receive	‡	‡	‡	‡	‡
Unknown	‡	‡	‡	‡	‡
Pell Grant status					
Received	66.15	69.84	74.26	-8.11	-4.42
Did not receive	33.85	30.16	25.74	8.11	4.42

See notes at end of table.

Table I-17. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Total Pell amount received ⁴					
\$0 or unknown	33.85	30.16	25.74	8.11	4.42
\$1–\$2,774	‡	‡	‡	‡	‡
\$2,775–\$5,549	18.84	23.36	28.07	-9.23	-4.71
\$5,550 or more	35.06	36.86	30.68	4.38	6.18
Stafford Loan status					
Received	73.10	71.07	65.15	7.95	5.92
Did not receive	26.90	28.93	34.85	-7.95	-5.92
Total Stafford amount received ⁴					
\$0 or unknown	26.90	28.93	34.85	-7.95	-5.92
\$1–\$4,699	‡	‡	‡	‡	‡
\$4,700–\$6,500	33.15	29.09	26.81	6.34	2.28
\$6,501–\$9,500	28.91	27.15	24.04	4.87	3.11
\$9,501 or more	‡	‡	‡	‡	‡
Institutional aid status					
Received	38.55	32.94	38.24	0.31	-5.30
Did not receive	57.46	60.81	50.80	6.66	10.01*
Unknown	‡	‡	‡	‡	‡
State aid status					
Received	‡	‡	‡	‡	‡
Did not receive	77.24	74.86	62.91	14.33*	11.95*
Unknown	‡	‡	‡	‡	‡

See notes at end of table.

Table I-17. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	†	†	†	†	†
Natural Resources and Conservation	†	†	†	†	†
Architecture and Related Services	†	†	†	†	†
Area, Ethnic, Cultural, and Gender Studies	†	†	†	†	†
Communication, Journalism, and Related Programs	†	†	†	†	†
Communications Technologies/Technicians and Support Services	†	†	†	†	†
Computer and Information Sciences and Support Services	†	†	†	†	†
Personal and Culinary Services	‡	‡	‡	‡	‡
Education	†	†	†	†	†
Engineering	†	†	†	†	†
Engineering Technologies/Technicians	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	†	†	†	†	†
Family and Consumer Sciences/Human Sciences	‡	‡	‡	‡	‡
Legal Professions and Studies	‡	‡	‡	‡	‡
English Language and Literature/Letters	†	†	†	†	†
Liberal Arts and Sciences, General Studies and Humanities	‡	‡	‡	‡	‡
Library Science	†	†	†	†	†
Biological and Biomedical Sciences	†	†	†	†	†
Mathematics and Statistics	†	†	†	†	†
Multi/Interdisciplinary Studies	†	†	†	†	†
Parks, Recreation, Leisure, and Fitness Studies	†	†	†	†	†
Philosophy and Religious Studies	†	†	†	†	†

See notes at end of table.

Table I-17. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP) —Continued					
Theology and Religious Vocations	†	†	†	†	†
Physical Sciences	†	†	†	†	†
Science Technologies/Technicians	†	†	†	†	†
Psychology	†	†	†	†	†
Security and Protective Services	‡	‡	‡	‡	‡
Public Administration and Social Service Professions	†	†	†	†	†
Social Sciences	†	†	†	†	†
Construction Trades	‡	‡	‡	‡	‡
Mechanic and Repair Technologies/Technicians	‡	‡	‡	‡	‡
Precision Production	‡	‡	‡	‡	‡
Transportation and Materials Moving	‡	‡	‡	‡	‡
Visual and Performing Arts	‡	‡	‡	‡	‡
Health Professions and Related Clinical Sciences	24.30	25.53	23.69	0.61	1.84
Business, Management, Marketing, and Related Support Services	‡	‡	‡	‡	‡
History (new)	†	†	†	†	†
Unknown	37.74	36.50	43.29	-5.55	-6.79
Institution total enrollment ⁴					
0–2,628	99.13	98.78	99.31	-0.18	-0.53
2,629–10,233	‡	‡	‡	‡	‡
10,234–26,884	†	†	†	†	†
26,885 or more	†	†	†	†	†

See notes at end of table.

Table I-17. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit less-than-4-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	‡	‡	‡	‡	‡
65%–80%	25.19	25.50	21.07	4.12	4.43
81%–92%	49.51	47.19	51.44	-1.93	-4.25
93% or more	‡	‡	‡	‡	‡
Unknown	†	†	†	†	†
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴					
23.64% or less	‡	‡	‡	‡	‡
23.65%–41.64%	‡	‡	‡	‡	‡
41.65%–60.34%	29.40	30.79	27.28	2.12	3.51
60.35% or more	32.32	25.00	20.10	12.22*	4.90
Unknown	13.54	19.20	15.05	-1.51	4.15

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-18. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³					
New England	13.93	13.60	13.36	0.57	0.24
Mid East	21.23	21.21	19.04	2.19*	2.17
Great Lakes	18.26	20.24	22.25	-3.99	-2.01
Plains	‡	‡	‡	‡	‡
Southeast	21.33	21.34	23.40	-2.07	-2.06
Southwest	‡	‡	‡	‡	‡
Rocky Mountains	‡	‡	‡	‡	‡
Far West	‡	‡	‡	‡	‡
Age as of Dec 31, 2011					
15–23	97.70	97.54	93.88	3.82*	3.66
24–29	0.42	0.47	1.32	-0.90	-0.85
30 or more	1.88	1.99	4.79	-2.91	-2.80
CPS record available					
Yes	86.12	85.89	85.98	0.14	-0.09
No	13.88	14.11	14.02	-0.14	0.09
Federal aid status					
Received	72.77	72.77	68.19	4.58	4.58
Did not receive	20.14	20.12	21.24	-1.10	-1.12
Unknown	7.09	7.11	10.57	-3.48	-3.46
Pell Grant status					
Received	37.61	39.23	42.37	-4.76*	-3.14
Did not receive	62.39	60.77	57.63	4.76*	3.14

See notes at end of table.

Table I-18. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Total Pell amount received ⁴					
\$0 or unknown	62.39	60.77	57.63	4.76*	3.14
\$1–\$2,774	8.44	8.34	7.81	0.63	0.53
\$2,775–\$5,549	14.52	14.85	21.04	-6.52*	-6.19*
\$5,550 or more	14.66	16.04	13.51	1.15	2.53*
Stafford Loan status					
Received	69.52	69.66	67.80	1.72	1.86
Did not receive	30.48	30.34	32.20	-1.72	-1.86
Total Stafford amount received ⁴					
\$0 or unknown	30.48	30.34	32.20	-1.72	-1.86
\$1–\$4,699	11.16	10.68	14.16	-3.00	-3.48
\$4,700–\$6,500	46.94	47.01	41.21	5.73*	5.80*
\$6,501–\$9,500	10.67	11.35	11.74	-1.07	-0.39
\$9,501 or more	‡	‡	‡	‡	‡
Institutional aid status					
Received	76.64	76.62	71.56	5.08	5.06
Did not receive	17.82	17.92	18.16	-0.34	-0.24
Unknown	5.54	5.47	10.28	-4.74	-4.81
State aid status					
Received	26.93	27.89	26.33	0.60	1.56
Did not receive	67.53	66.64	63.39	4.14	3.25
Unknown	5.54	5.47	10.28	-4.74	-4.81

See notes at end of table.

Table I-18. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡
Natural Resources and Conservation	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	‡	‡	‡	‡	‡
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡
Personal and Culinary Services	‡	‡	‡	‡	‡
Education	‡	‡	‡	‡	‡
Engineering	‡	‡	‡	‡	‡
Engineering Technologies/Technicians	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡
Family and Consumer Sciences/Human Sciences	‡	‡	‡	‡	‡
Legal Professions and Studies	‡	‡	‡	‡	‡
English Language and Literature/Letters	‡	‡	‡	‡	‡
Liberal Arts and Sciences, General Studies and Humanities	8.39	8.33	8.48	-0.09	-0.15
Library Science	‡	‡	‡	‡	‡
Biological and Biomedical Sciences	‡	‡	‡	‡	‡
Mathematics and Statistics	‡	‡	‡	‡	‡
Multi/Interdisciplinary Studies	‡	‡	‡	‡	‡
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡
Philosophy and Religious Studies	‡	‡	‡	‡	‡

See notes at end of table.

Table I-18. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)—Continued					
Theology and Religious Vocations	‡	‡	‡	‡	‡
Physical Sciences	‡	‡	‡	‡	‡
Science Technologies/Technicians	†	†	†	†	†
Psychology	‡	‡	‡	‡	‡
Security and Protective Services	‡	‡	‡	‡	‡
Public Administration and Social Service					
Professions	‡	‡	‡	‡	‡
Social Sciences	‡	‡	‡	‡	‡
Construction Trades	†	†	†	†	†
Mechanic and Repair					
Technologies/Technicians	‡	‡	‡	‡	‡
Precision Production	‡	‡	‡	‡	‡
Transportation and Materials Moving	‡	‡	‡	‡	‡
Visual and Performing Arts	5.84	5.24	5.06	0.78*	0.18
Health Professions and Related Clinical					
Sciences	4.54	5.08	6.89	-2.35	-1.81
Business, Management, Marketing, and					
Related Support Services	7.55	8.14	6.51	1.04*	1.63*
History (new)	‡	‡	‡	‡	‡
Unknown	37.34	35.46	35.80	1.54	-0.34
Institution total enrollment ⁴					
0–2,628	59.21	60.39	57.68	1.53	2.71
2,629–10,233	37.65	36.64	38.58	-0.93	-1.94
10,234–26,884	‡	‡	‡	‡	‡
26,885 or more	‡	‡	‡	‡	‡

See notes at end of table.

Table I-18. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year non-doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	‡	‡	‡	‡	‡
65%–80%	‡	‡	‡	‡	‡
81%–92%	18.56	18.82	21.62	-3.06	-2.80
93% or more	63.60	64.48	61.32	2.28	3.16
Unknown	†	†	†	†	†
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴					
23.64% or less	3.69	4.30	10.16	-6.47	-5.86
23.65%–41.64%	14.14	14.40	14.68	-0.54	-0.28
41.65%–60.34%	31.86	34.79	31.00	0.86	3.79*
60.35% or more	50.32	46.51	44.17	6.15*	2.34
Unknown	†	†	†	†	†

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-19. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³					
New England	15.10	14.22	13.57	1.53	0.65
Mid East	32.64	33.02	32.95	-0.31	0.07
Great Lakes	12.21	12.75	12.33	-0.12	0.42
Plains	5.45	5.61	5.51	-0.06	0.10
Southeast	16.99	17.03	17.07	-0.08	-0.04
Southwest	‡	‡	‡	‡	‡
Rocky Mountains	‡	‡	‡	‡	‡
Far West	‡	‡	‡	‡	‡
Age as of Dec 31, 2011					
15–23	98.11	98.36	98.81	-0.70	-0.45
24–29	‡	‡	‡	‡	‡
30 or more	‡	‡	‡	‡	‡
CPS record available					
Yes	75.44	74.77	78.52	-3.08*	-3.75*
No	24.56	25.23	21.48	3.08*	3.75*
Federal aid status					
Received	60.43	60.43	62.61	-2.18*	-2.18*
Did not receive	27.79	27.79	26.91	0.88	0.88
Unknown	11.78	11.78	10.48	1.30	1.30
Pell Grant status					
Received	29.12	28.62	32.07	-2.95*	-3.45*
Did not receive	70.88	71.38	67.93	2.95*	3.45*

See notes at end of table.

Table I-19. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Total Pell amount received ⁴					
\$0 or unknown	70.88	71.38	67.93	2.95*	3.45*
\$1–\$2,774	7.04	6.63	7.09	-0.05	-0.46
\$2,775–\$5,549	11.16	10.83	12.49	-1.33*	-1.66*
\$5,550 or more	10.92	11.16	12.49	-1.57*	-1.33*
Stafford Loan status					
Received	58.45	57.66	59.98	-1.53	-2.32*
Did not receive	41.55	42.34	40.02	1.53	2.32*
Total Stafford amount received ⁴					
\$0 or unknown	41.55	42.34	40.02	1.53	2.32*
\$1–\$4,699	7.91	7.88	7.77	0.14	0.11
\$4,700–\$6,500	43.24	42.53	44.31	-1.07	-1.78*
\$6,501–\$9,500	‡	‡	‡	‡	‡
\$9,501 or more	‡	‡	‡	‡	‡
Institutional aid status					
Received	65.57	65.58	66.37	-0.80	-0.79
Did not receive	24.78	24.80	24.00	0.78	0.80
Unknown	9.65	9.62	9.62	0.03	#
State aid status					
Received	19.56	19.81	20.15	-0.59	-0.34
Did not receive	70.79	70.57	70.23	0.56	0.34
Unknown	9.65	9.62	9.62	0.03	#

See notes at end of table.

Table I-19. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	‡	‡	‡	‡	‡
Natural Resources and Conservation	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	‡	‡	‡	‡	‡
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	‡	‡	‡	‡	‡
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡
Personal and Culinary Services	‡	‡	‡	‡	‡
Education	‡	‡	‡	‡	‡
Engineering	‡	‡	‡	‡	‡
Engineering Technologies/Technicians	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	‡	‡	‡	‡	‡
Family and Consumer Sciences/Human Sciences	‡	‡	‡	‡	‡
Legal Professions and Studies	‡	‡	‡	‡	‡
English Language and Literature/Letters	‡	‡	‡	‡	‡
Liberal Arts and Sciences, General Studies and Humanities	9.13	9.05	9.62	-0.49	-0.57
Library Science	‡	‡	‡	‡	‡
Biological and Biomedical Sciences	‡	‡	‡	‡	‡
Mathematics and Statistics	‡	‡	‡	‡	‡
Multi/Interdisciplinary Studies	‡	‡	‡	‡	‡
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡
Philosophy and Religious Studies	‡	‡	‡	‡	‡

See notes at end of table.

Table I-19. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP) —Continued					
Theology and Religious Vocations	‡	‡	‡	‡	‡
Physical Sciences	‡	‡	‡	‡	‡
Science Technologies/Technicians	†	†	†	†	†
Psychology	‡	‡	‡	‡	‡
Security and Protective Services	‡	‡	‡	‡	‡
Public Administration and Social Service					
Professions	‡	‡	‡	‡	‡
Social Sciences	‡	‡	‡	‡	‡
Construction Trades	†	†	†	†	†
Mechanic and Repair					
Technologies/Technicians	†	†	†	†	†
Precision Production	†	†	†	†	†
Transportation and Materials Moving	‡	‡	‡	‡	‡
Visual and Performing Arts	‡	‡	‡	‡	‡
Health Professions and Related Clinical					
Sciences	‡	‡	‡	‡	‡
Business, Management, Marketing, and					
Related Support Services	11.04	11.78	10.60	0.44	1.18
History (new)	‡	‡	‡	‡	‡
Unknown	25.97	25.46	25.61	0.36	-0.15
Institution total enrollment ⁴					
0–2,628	‡	‡	‡	‡	‡
2,629–10,233	44.57	44.13	44.78	-0.21	-0.65
10,234–26,884	33.72	34.09	33.38	0.34	0.71
26,885 or more	14.78	15.46	15.17	-0.39	0.29

See notes at end of table.

Table I-19. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private nonprofit 4-year doctorate-granting institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	23.05	22.31	25.04	-1.99*	-2.73*
65%–80%	16.88	16.10	15.42	1.46	0.68
81%–92%	14.95	15.77	15.98	-1.03*	-0.21
93% or more	44.89	45.64	43.41	1.48	2.23*
Unknown	‡	‡	‡	‡	‡
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴					
23.64% or less	‡	‡	‡	‡	‡
23.65%–41.64%	5.85	5.74	5.42	0.43	0.32
41.65%–60.34%	26.74	26.76	25.51	1.23	1.25
60.35% or more	65.80	65.83	67.49	-1.69	-1.66
Unknown	‡	‡	‡	‡	‡

† Not applicable.

Rounds to zero.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-20. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit less-than-2-year institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³					
New England	7.23	8.44	6.18	1.05	2.26
Mid East	10.54	11.61	10.97	-0.43	0.64
Great Lakes	7.03	7.02	6.16	0.87	0.86
Plains	6.79	6.53	4.84	1.95*	1.69
Southeast	19.22	20.42	19.95	-0.73	0.47
Southwest	26.83	26.95	27.37	-0.54	-0.42
Rocky Mountains	9.54	7.32	10.65	-1.11	-3.33
Far West	12.84	11.72	13.88	-1.04	-2.16
Age as of Dec 31, 2011					
15–23	64.99	64.04	65.59	-0.60	-1.55
24–29	16.25	15.20	17.01	-0.76	-1.81
30 or more	18.75	20.76	17.40	1.35	3.36
CPS record available					
Yes	93.97	94.27	95.18	-1.21	-0.91
No	6.03	5.73	4.82	1.21	0.91
Federal aid status					
Received	71.97	71.97	75.02	-3.05*	-3.05
Did not receive	5.43	5.82	3.67	1.76*	2.15*
Unknown	22.59	22.21	21.31	1.28	0.90
Pell Grant status					
Received	83.83	84.33	93.59	-9.76*	-9.26*
Did not receive	16.17	15.67	6.41	9.76*	9.26*

See notes at end of table.

Table I-20. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Total Pell amount received ⁴					
\$0 or unknown	16.17	15.67	6.41	9.76*	9.26*
\$1–\$2,774	16.02	18.30	11.27	4.75*	7.03*
\$2,775–\$5,549	37.76	36.27	36.72	1.04	-0.45
\$5,550 or more	30.04	29.76	45.60	-15.56*	-15.84*
Stafford Loan status					
Received	86.60	83.86	80.16	6.44*	3.70
Did not receive	13.40	16.14	19.84	-6.44*	-3.70
Total Stafford amount received ⁴					
\$0 or unknown	13.40	16.14	19.84	-6.44*	-3.70
\$1–\$4,699	19.59	17.85	18.80	0.79	-0.95
\$4,700–\$6,500	23.37	22.87	23.59	-0.22	-0.72
\$6,501–\$9,500	41.31	40.46	35.03	6.28*	5.43*
\$9,501 or more	‡	‡	‡	‡	‡
Institutional aid status					
Received	‡	‡	‡	‡	‡
Did not receive	76.52	77.00	78.62	-2.10*	-1.62
Unknown	20.56	20.53	19.13	1.43	1.40
State aid status					
Received	‡	‡	‡	‡	‡
Did not receive	77.42	77.50	78.26	-0.84	-0.76
Unknown	20.56	20.53	19.13	1.43	1.40

See notes at end of table.

Table I-20. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	†	†	†	†	†
Natural Resources and Conservation	†	†	†	†	†
Architecture and Related Services	†	†	†	†	†
Area, Ethnic, Cultural, and Gender Studies	†	†	†	†	†
Communication, Journalism, and Related Programs	†	†	†	†	†
Communications Technologies/Technicians and Support Services	†	†	†	†	†
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡
Personal and Culinary Services	40.89	40.27	38.09	2.80	2.18
Education	†	†	†	†	†
Engineering	†	†	†	†	†
Engineering Technologies/Technicians	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	†	†	†	†	†
Family and Consumer Sciences/Human Sciences	†	†	†	†	†
Legal Professions and Studies	‡	‡	‡	‡	‡
English Language and Literature/Letters	†	†	†	†	†
Liberal Arts and Sciences, General Studies and Humanities	†	†	†	†	†
Library Science	†	†	†	†	†
Biological and Biomedical Sciences	†	†	†	†	†
Mathematics and Statistics	†	†	†	†	†
Multi/Interdisciplinary Studies	†	†	†	†	†
Parks, Recreation, Leisure, and Fitness Studies	†	†	†	†	†
Philosophy and Religious Studies	†	†	†	†	†

See notes at end of table.

Table I-20. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)—Continued					
Theology and Religious Vocations	†	†	†	†	†
Physical Sciences	†	†	†	†	†
Science Technologies/Technicians	†	†	†	†	†
Psychology	†	†	†	†	†
Security and Protective Services	†	†	†	†	†
Public Administration and Social Service Professions	†	†	†	†	†
Social Sciences	†	†	†	†	†
Construction Trades	‡	‡	‡	‡	‡
Mechanic and Repair Technologies/Technicians	4.00	5.40	4.39	-0.39	1.01
Precision Production	†	†	†	†	†
Transportation and Materials Moving	†	†	†	†	†
Visual and Performing Arts	†	†	†	†	†
Health Professions and Related Clinical Sciences	45.69	46.44	46.20	-0.51	0.24
Business, Management, Marketing, and Related Support Services	‡	‡	‡	‡	‡
History (new)	†	†	†	†	†
Unknown	‡	‡	‡	‡	‡
Institution total enrollment ⁴					
0–2,628	97.86	98.19	97.59	0.27	0.60
2,629–10,233	‡	‡	‡	‡	‡
10,234–26,884	†	†	†	†	†
26,885 or more	†	†	†	†	†

See notes at end of table.

Table I-20. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit less-than-2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	5.49	5.05	6.43	-0.94	-1.38
65%–80%	49.21	51.59	46.95	2.26	4.64
81%–92%	37.42	36.61	38.38	-0.96	-1.77
93% or more	‡	‡	‡	‡	‡
Unknown	‡	‡	‡	‡	‡
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴					
23.64% or less	†	†	†	†	†
23.65%–41.64%	†	†	†	†	†
41.65%–60.34%	†	†	†	†	†
60.35% or more	‡	‡	‡	‡	‡
Unknown	99.89	99.89	99.91	-0.02	-0.02

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-21. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 2-year institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³					
New England	2.17	3.16	1.99	0.18	1.17
Mid East	21.51	20.21	20.30	1.21	-0.09
Great Lakes	11.14	12.28	9.18	1.96	3.10
Plains	‡	‡	‡	‡	‡
Southeast	20.69	20.29	20.94	-0.25	-0.65
Southwest	13.28	13.54	13.53	-0.25	0.01
Rocky Mountains	5.77	6.05	4.94	0.83	1.11
Far West	23.23	22.68	27.25	-4.02*	-4.57*
Age as of Dec 31, 2011					
15-23	66.27	69.49	66.96	-0.69	2.53
24-29	15.98	13.55	15.78	0.20	-2.23
30 or more	17.75	16.97	17.25	0.50	-0.28
CPS record available					
Yes	96.31	96.02	96.88	-0.57	-0.86
No	3.69	3.98	3.12	0.57	0.86
Federal aid status					
Received	85.55	85.55	88.18	-2.63*	-2.63*
Did not receive	4.04	3.64	2.19	1.85*	1.45
Unknown	10.41	10.82	9.63	0.78	1.19
Pell Grant status					
Received	76.69	78.49	93.47	-16.78*	-14.98*
Did not receive	23.31	21.51	6.53	16.78*	14.98*

See notes at end of table.

Table I-21. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Total Pell amount received ⁴					
\$0 or unknown	23.31	21.51	6.53	16.78*	14.98*
\$1–\$2,774	20.01	20.18	22.03	-2.02	-1.85
\$2,775–\$5,549	28.14	30.42	33.93	-5.79*	-3.51*
\$5,550 or more	28.54	27.89	37.50	-8.96*	-9.61*
Stafford Loan status					
Received	85.39	86.28	76.40	8.99*	9.88*
Did not receive	14.61	13.72	23.60	-8.99*	-9.88*
Total Stafford amount received ⁴					
\$0 or unknown	14.61	13.72	23.60	-8.99*	-9.88*
\$1–\$4,699	18.87	18.49	18.90	-0.03	-0.41
\$4,700–\$6,500	21.14	23.12	19.63	1.51	3.49*
\$6,501–\$9,500	39.44	37.99	33.27	6.17*	4.72*
\$9,501 or more	5.94	6.68	4.60	1.34*	2.08*
Institutional aid status					
Received	6.28	7.84	6.81	-0.53	1.03
Did not receive	84.86	82.61	84.52	0.34	-1.91
Unknown	8.86	9.54	8.68	0.18	0.86
State aid status					
Received	‡	‡	‡	‡	‡
Did not receive	86.60	85.83	84.56	2.04	1.27
Unknown	8.86	9.54	8.68	0.18	0.86

See notes at end of table.

Table I-21. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	†	†	†	†	†
Natural Resources and Conservation	†	†	†	†	†
Architecture and Related Services	†	†	†	†	†
Area, Ethnic, Cultural, and Gender Studies	†	†	†	†	†
Communication, Journalism, and Related Programs	†	†	†	†	†
Communications Technologies/Technicians and Support Services	†	†	†	†	†
Computer and Information Sciences and Support Services	‡	‡	‡	‡	‡
Personal and Culinary Services	7.27	8.58	7.91	-0.64	0.67
Education	‡	‡	‡	‡	‡
Engineering	†	†	†	†	†
Engineering Technologies/Technicians	‡	‡	‡	‡	‡
Foreign Languages, Literatures, and Linguistics	†	†	†	†	†
Family and Consumer Sciences/Human Sciences	†	†	†	†	†
Legal Professions and Studies	‡	‡	‡	‡	‡
English Language and Literature/Letters	†	†	†	†	†
Liberal Arts and Sciences, General Studies and Humanities	†	†	†	†	†
Library Science	†	†	†	†	†
Biological and Biomedical Sciences	†	†	†	†	†
Mathematics and Statistics	†	†	†	†	†
Multi/Interdisciplinary Studies	†	†	†	†	†
Parks, Recreation, Leisure, and Fitness Studies	†	†	†	†	†
Philosophy and Religious Studies	†	†	†	†	†

See notes at end of table.

Table I-21. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)—Continued					
Theology and Religious Vocations	†	†	†	†	†
Physical Sciences	†	†	†	†	†
Science Technologies/Technicians	†	†	†	†	†
Psychology	†	†	†	†	†
Security and Protective Services	‡	‡	‡	‡	‡
Public Administration and Social Service Professions	†	†	†	†	†
Social Sciences	†	†	†	†	†
Construction Trades	‡	‡	‡	‡	‡
Mechanic and Repair Technologies/Technicians	22.26	24.78	20.94	1.32	3.84*
Precision Production	3.44	3.94	4.19	-0.75	-0.25
Transportation and Materials Moving	‡	‡	‡	‡	‡
Visual and Performing Arts	‡	‡	‡	‡	‡
Health Professions and Related Clinical Sciences	41.15	37.12	42.21	-1.06	-5.09*
Business, Management, Marketing, and Related Support Services	4.68	4.72	5.11	-0.43	-0.39
History (new)	†	†	†	†	†
Unknown	8.68	8.19	7.05	1.63	1.14
Institution total enrollment ⁴					
0-2,628	71.68	70.98	70.90	0.78	0.08
2,629-10,233	25.48	26.18	25.09	0.39	1.09
10,234-26,884	‡	‡	‡	‡	‡
26,885 or more	†	†	†	†	†

See notes at end of table.

Table I-21. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 2-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	20.46	21.04	20.21	0.25	0.83
65%–80%	30.91	33.50	33.17	-2.26	0.33
81%–92%	31.65	28.23	31.38	0.27	-3.15*
93% or more	16.97	17.23	15.24	1.73	1.99
Unknown	†	†	†	†	†
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴					
23.64% or less	‡	‡	‡	‡	‡
23.65%–41.64%	5.86	5.81	5.82	0.04	-0.01
41.65%–60.34%	34.30	33.73	31.32	2.98	2.41
60.35% or more	56.27	57.82	60.86	-4.59*	-3.04
Unknown	‡	‡	‡	‡	‡

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-22. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 4-year institutions: 2014

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ³					
New England	2.78	2.46	2.49	0.29	-0.03
Mid East	8.57	8.44	10.04	-1.47	-1.60
Great Lakes	6.24	7.09	7.74	-1.50	-0.65
Plains	13.89	15.91	12.96	0.93	2.95
Southeast	20.56	21.72	19.81	0.75	1.91
Southwest	28.31	25.46	29.44	-1.13	-3.98
Rocky Mountains	7.65	6.75	4.35	3.30	2.40
Far West	12.00	12.17	13.16	-1.16	-0.99
Age as of Dec 31, 2011					
15-23	50.26	49.56	52.97	-2.71	-3.41
24-29	19.32	20.51	20.55	-1.23	-0.04
30 or more	30.41	29.94	26.48	3.93	3.46
CPS record available					
Yes	93.15	93.61	93.52	-0.37	0.09
No	6.85	6.39	6.48	0.37	-0.09
Federal aid status					
Received	80.60	80.60	80.86	-0.26	-0.26
Did not receive	9.43	9.43	8.34	1.09	1.09
Unknown	9.98	9.98	10.80	-0.82	-0.82
Pell Grant status					
Received	74.49	75.06	75.09	-0.60	-0.03
Did not receive	25.51	24.94	24.91	0.60	0.03

See notes at end of table.

Table I-22. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Total Pell amount received ⁴					
\$0 or unknown	25.51	24.94	24.91	0.60	0.03
\$1–\$2,774	23.29	24.09	22.56	0.73	1.53
\$2,775–\$5,549	29.21	30.11	29.31	-0.10	0.80
\$5,550 or more	21.99	20.87	23.21	-1.22	-2.34
Stafford Loan status					
Received	79.26	78.32	80.77	-1.51	-2.45
Did not receive	20.74	21.68	19.23	1.51	2.45
Total Stafford amount received ⁴					
\$0 or unknown	20.74	21.68	19.23	1.51	2.45
\$1–\$4,699	23.01	23.18	22.56	0.45	0.62
\$4,700–\$6,500	18.21	18.28	18.44	-0.23	-0.16
\$6,501–\$9,500	33.16	32.82	36.16	-3.00	-3.34*
\$9,501 or more	4.88	4.04	3.61	1.27	0.43
Institutional aid status					
Received	3.85	3.72	3.26	0.59	0.46
Did not receive	88.81	87.63	87.25	1.56	0.38
Unknown	7.34	8.65	9.49	-2.15*	-0.84
State aid status					
Received	5.11	4.90	6.16	-1.05	-1.26*
Did not receive	87.55	86.45	84.35	3.20*	2.10
Unknown	7.34	8.65	9.49	-2.15*	-0.84

See notes at end of table.

Table I-22. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)					
Agriculture, Agriculture Operations, and Related Sciences	†	†	†	†	†
Natural Resources and Conservation	‡	‡	‡	‡	‡
Architecture and Related Services	‡	‡	‡	‡	‡
Area, Ethnic, Cultural, and Gender Studies	†	†	†	†	†
Communication, Journalism, and Related Programs	‡	‡	‡	‡	‡
Communications Technologies/Technicians and Support Services	1.04	1.06	1.14	-0.10	-0.08
Computer and Information Sciences and Support Services	11.34	11.52	13.32	-1.98*	-1.80*
Personal and Culinary Services	3.61	3.97	4.46	-0.85	-0.49
Education	‡	‡	‡	‡	‡
Engineering	‡	‡	‡	‡	‡
Engineering Technologies/Technicians	3.02	3.57	3.63	-0.61	-0.06
Foreign Languages, Literatures, and Linguistics	†	†	†	†	†
Family and Consumer Sciences/Human Sciences	‡	‡	‡	‡	‡
Legal Professions and Studies	1.07	1.28	1.00	0.07	0.28
English Language and Literature/Letters	‡	‡	‡	‡	‡
Liberal Arts and Sciences, General Studies and Humanities	‡	‡	‡	‡	‡
Library Science	‡	‡	‡	‡	‡
Biological and Biomedical Sciences	‡	‡	‡	‡	‡
Mathematics and Statistics	†	†	†	†	†
Multi/Interdisciplinary Studies	2.73	2.75	3.43	-0.70	-0.68
Parks, Recreation, Leisure, and Fitness Studies	‡	‡	‡	‡	‡
Philosophy and Religious Studies	†	†	†	†	†

See notes at end of table.

Table I-22. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Major (2-digit CIP)—Continued					
Theology and Religious Vocations	†	†	†	†	†
Physical Sciences	†	†	†	†	†
Science Technologies/Technicians	‡	‡	‡	‡	‡
Psychology	‡	‡	‡	‡	‡
Security and Protective Services	13.50	13.24	13.20	0.30	0.04
Public Administration and Social Service Professions	1.51	1.87	1.78	-0.27	0.09
Social Sciences	‡	‡	‡	‡	‡
Construction Trades	‡	‡	‡	‡	‡
Mechanic and Repair Technologies/Technicians	‡	‡	‡	‡	‡
Precision Production	†	†	†	†	†
Transportation and Materials Moving	‡	‡	‡	‡	‡
Visual and Performing Arts	7.54	7.78	9.25	-1.71	-1.47
Health Professions and Related Clinical Sciences	13.12	12.88	15.07	-1.95*	-2.19*
Business, Management, Marketing, and Related Support Services	29.12	28.69	25.38	3.74*	3.31*
History (new)	†	†	†	†	†
Unknown	3.37	2.71	1.80	1.57	0.91
Institution total enrollment ⁴					
0-2,628	24.93	25.52	28.06	-3.13	-2.54
2,629-10,233	20.32	18.91	21.48	-1.16	-2.57
10,234-26,884	7.27	8.25	7.65	-0.38	0.60
26,885 or more	47.48	47.32	42.82	4.66	4.50

See notes at end of table.

Table I-22. Student-level (study member) analysis after nonresponse and post-stratification adjustments for selected variables for students in private for-profit 4-year institutions: 2014—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted ¹ (1)	Full sample, base weighted ² (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) – Mean (3)	Mean (2) – Mean (3)
Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received any grant aid ⁴					
64% or less	9.31	10.00	9.43	-0.12	0.57
65%–80%	16.01	16.64	15.87	0.14	0.77
81%–92%	59.51	58.49	58.34	1.17	0.15
93% or more	15.17	14.87	16.35	-1.18	-1.48
Unknown	†	†	†	†	†
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ⁴					
23.64% or less	48.78	49.54	47.33	1.45	2.21
23.65%–41.64%	28.24	28.24	31.04	-2.80	-2.80
41.65%–60.34%	6.95	6.71	7.10	-0.15	-0.39
60.35% or more	2.22	2.74	2.65	-0.43	0.09
Unknown	13.82	12.78	11.87	1.95	0.91

† Not applicable.

‡ Row is suppressed. Contains less than 30 unweighted nonrespondents.

* Difference between means is significant at the 0.05 level.

¹ Base weight, adjusted for unknown eligibility and nonresponse.² Base weight adjusted for ineligibility.

³ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington.

⁴ Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-23. Nonresponse bias analysis for the item LOEXPWGE (Expected job: lowest annual salary expected 2012), BPS:12/14

Variable	Unweighted respondent	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Institution type						
Public less-than-2-year	100	90	0.14	0.24	-0.05	-27.89
Public 2-year	5,730	5,080	32.95	42.17	-4.46*	-11.93
Public 4-year non-doctorate-granting	1,120	770	10.94	11.40	-0.22	-1.99
Public 4-year doctorate-granting	2,440	1,170	26.36	18.46	3.83*	16.99
Private nonprofit less-than-4-year	210	210	0.29	0.46	-0.09	-22.78
Private nonprofit 4-year non-doctorate-granting	1,470	840	9.50	7.03	1.20*	14.42
Private nonprofit 4-year doctorate-granting	1,950	850	11.60	5.86	2.78*	31.53
Private for-profit less-than-2-year	630	850	2.13	4.60	-1.20*	-35.96
Private for-profit 2-year	1,440	1,650	2.15	4.30	-1.04*	-32.59
Private for-profit 4-year	4,620	4,330	3.94	5.48	-0.75*	-15.94
Bureau of Economic Analysis Code (Office of Business Economics [OBE]) Region ¹						
New England	990	680	6.08	5.58	0.24	4.17
Mid East	3,110	2,400	15.27	15.23	0.02	0.14
Great Lakes	2,950	2,520	15.17	14.67	0.24	1.59
Plains	1,490	970	8.03	6.83	0.58*	7.82
Southeast	4,520	3,660	24.13	23.36	0.38	1.58
Southwest	2,490	2,200	11.78	14.28	-1.21*	-9.32
Rocky Mountains	860	750	3.90	3.98	-0.04	-0.97
Far West	3,310	2,670	15.64	16.08	-0.21	-1.33
CPS record available						
Yes	17,340	13,110	83.53	75.68	3.80*	4.77
No	2,370	2,730	16.47	24.32	-3.80*	-18.75
Federal aid status						
Received	14,120	10,220	68.62	61.67	3.36*	5.15
Did not receive	3,400	2,440	24.77	22.12	1.28*	5.46
Unknown	2180	3,180	6.61	16.21	-4.65*	-41.28
Pell Grant status						
Received	11,550	9,550	47.20	49.79	-1.26*	-2.59
Did not receive	8,150	6,290	52.80	50.21	1.26*	2.43

See notes at end of table.

Table I-23. Nonresponse bias analysis for the item LOEXPWGE (Expected job: lowest annual salary expected 2012), BPS:12/14—Continued

Variable	Unweighted respondent	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Total Pell amount received ²						
\$0 or unknown	8,150	6,290	52.80	50.21	1.26*	2.43
\$1–\$2,774	2,980	3,120	12.10	15.61	-1.70*	-12.29
\$2,775–\$5,549	4,460	3,790	17.85	19.85	-0.97*	-5.15
\$5,550 or more	4,120	2,640	17.24	14.33	1.41*	8.90
Stafford Loan status						
Received	11,980	8,850	51.30	43.94	3.56*	7.46
Did not receive	7,730	6,990	48.70	56.06	-3.56*	-6.81
Total Stafford amount received ²						
\$0 or unknown	7,730	6,990	48.70	56.06	-3.56*	-6.81
\$1–\$4,699	2,720	2,700	13.04	14.24	-0.58	-4.28
\$4,700–\$6,500	4,940	3,060	28.11	19.86	3.99*	16.56
\$6,501–\$9,500	3,990	2,810	9.55	9.08	0.23	2.45
\$9,501 or more	330	280	0.60	0.76	-0.08	-11.30
Age at base year						
15–23	16,080	12,060	89.65	83.91	2.78*	3.20
24–29	1590	1,760	4.42	7.20	-1.35*	-23.37
30 or more	2030	2,020	5.93	8.88	-1.43*	-19.45
Institutional aid status						
Received	4,630	2,280	33.82	22.41	5.52*	19.51
Did not receive	12,900	11,320	59.59	70.30	-5.18*	-8.00
Unknown	2170	2,240	6.59	7.28	-0.34	-4.86
State aid status						
Received	3,760	2,040	24.90	18.25	3.22*	14.83
Did not receive	13,770	11,560	68.52	74.46	-2.88*	-4.03
Unknown	2170	2,240	6.59	7.28	-0.34	-4.86
Major (2-digit CIP)						
Agriculture, Agriculture Operations, and Related Sciences	80	60	0.52	0.66	-0.07	-11.47
Natural Resources and Conservation	50	30	0.35	0.33	0.01	3.42
Architecture and Related Services	30	20	0.26	0.16	0.05	23.23
Area, Ethnic, Cultural, and Gender Studies	10	10	0.07	0.13	-0.03	-30.66

See notes at end of table.

Table I-23. Nonresponse bias analysis for the item LOEXPWGE (Expected job: lowest annual salary expected 2012), BPS:12/14—Continued

Variable	Unweighted respondent	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Major (2-digit CIP) —Continued						
Communication, Journalism, and Related Programs	230	120	1.81	1.30	0.25*	15.72
Communications Technologies/Technicians and Support Services	110	90	0.32	0.32	0.00	-0.20
Computer and Information Sciences and Support Services	1,150	930	2.23	2.25	-0.01	-0.46
Personal and Culinary Services	820	940	1.88	3.63	-0.85*	-31.07
Education	520	270	3.61	2.66	0.46*	14.73
Engineering	420	190	3.42	2.46	0.47*	15.86
Engineering Technologies/Technicians	610	740	1.48	1.70	-0.10	-6.55
Foreign Languages, Literatures, and Linguistics	50	10	0.38	0.16	0.11*	38.57
Family and Consumer Sciences/Human Sciences	130	120	0.77	0.86	-0.04	-5.34
Legal Professions and Studies	100	100	0.34	0.49	-0.07	-17.73
English Language and Literature/Letters	140	100	0.89	0.85	0.02	2.56
Liberal Arts and Sciences, General Studies and Humanities	2,210	1,650	17.20	19.01	-0.87*	-4.84
Library Science	0	0	0.00	0.00	0.00	-32.88
Biological and Biomedical Sciences	500	200	4.24	2.43	0.88*	26.01
Mathematics and Statistics	60	30	0.52	0.45	0.03	7.18
Multi/Interdisciplinary Studies	310	170	2.19	1.72	0.23	11.55
Parks, Recreation, Leisure, and Fitness Studies	180	110	1.29	1.21	0.04	3.38
Philosophy and Religious Studies	10	10	0.12	0.15	-0.01	-9.59
Theology and Religious Vocations	40	20	0.18	0.25	-0.04	-16.72
Physical Sciences	140	40	1.18	0.48	0.34*	40.16
Science Technologies/ Technicians	10	20	0.04	0.20	-0.08*	-64.31
Psychology	370	180	2.81	1.78	0.50*	21.55
Security and Protective Services	810	770	2.79	3.97	-0.57*	-16.96
Public Administration and Social Service Professions	130	100	0.62	0.61	0.00	0.75
Social Sciences	250	120	1.85	1.43	0.20*	12.40
Construction Trades	120	180	0.29	0.61	-0.16*	-35.48
Mechanic and Repair Technologies/Technicians	530	700	1.40	3.14	-0.84*	-37.52
Precision Production	160	230	0.46	0.93	-0.23*	-32.81
Transportation and Materials Moving	50	60	0.14	0.28	-0.07	-33.55
Visual and Performing Arts	1,070	800	3.88	3.49	0.19	5.09
Health Professions and Related Clinical Sciences	3,290	2,990	9.56	11.13	-0.76*	-7.35

See notes at end of table.

Table I-23. Nonresponse bias analysis for the item LOEXPWGE (Expected job: lowest annual salary expected 2012), BPS:12/14—Continued

Variable	Unweighted respondent	Unweighted nonrespondents	Respondent mean weighted	Nonrespondent mean weighted	Estimated bias	Relative bias
Major (2-digit CIP) —Continued						
Business, Management, Marketing, and Related Support Services	2,070	1,630	9.78	9.92	-0.07	-0.70
History (new)	60	40	0.50	0.44	0.03	6.30
Unknown	2,920	2,070	20.59	18.41	1.06*	5.41
Institution total enrollment ²						
0–2,628	5,010	4,930	12.74	15.91	-1.53*	-10.75
2,629–10,233	5,860	4,490	24.51	23.71	0.39	1.61
10,234–26,884	4,740	3,580	32.93	32.28	0.31	0.96
26,885 or more	4,100	2,850	29.82	28.11	0.83	2.87
Percentage of full-time, first time degree/certificate-seeking undergraduate students who received any grant aid ²						
64% or less	5,320	3,870	35.07	33.90	0.57	1.65
65%–80%	5,440	5,070	27.81	30.89	-1.49*	-5.10
81%–92%	5,300	4,540	19.80	21.58	-0.86	-4.17
93% or more	3,610	2,320	17.11	13.32	1.84*	12.04
Unknown	30	50	0.21	0.31	-0.05	-19.22
Graduation rate of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to completion ²						
23.64% or less	5,890	5,480	27.74	36.23	-4.11*	-12.91
23.65%–41.64%	4,670	3,950	20.30	22.80	-1.21*	-5.62
41.65%–60.34%	3,390	2,150	21.50	16.54	2.40*	12.58
60.35% or more	4,450	2,800	27.17	18.51	4.19*	18.25
Unknown	1310	1,460	3.29	5.92	-1.27*	-27.87

* $p < .05$.

¹ New England = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; Mid East = Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; Great Lakes = Illinois, Indiana, Michigan, Ohio, Wisconsin; Plains = Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota; Southeast = Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia; Southwest = Arizona, New Mexico, Oklahoma, Texas; Rocky Mountains = Colorado, Idaho, Montana, Utah, Wyoming; Far West = Alaska, California, Hawaii, Nevada, Oregon, Washington

² Enrollment, and Stafford Loan categories were defined by quartiles. Categories of institution percent receiving grants, graduation rate, percentages of core revenues, and expenses per enrollment were defined using quartiles computed at the institution level. Pell Grant categories for students receiving less than \$5,550 in Pell Grants were defined by computing the median of all students receiving Pell grants of less than \$5,550, then all students receiving Pell Grants of \$5,550 are in a single category.

NOTE: Detail may not sum to totals because of rounding. Categories of undergraduate enrollment were determined by quartiles. Categories of Pell Grant amount and Stafford Loan amount were determined by tertiles. Results are prior to imputation, and are weighted by the BPS:12/14 study weight. Cases with legitimate skips are not included in the results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Table I-24. Summary of item bias analysis for BPS:12/14

Variable	Description	Mean percent relative bias	Median percent relative bias	Percent of biases that are statistically significant
ACDSATIS	Engagement: satisfaction with studies 2012	14.02	8.27	62.50
ALTAVNGHT	Alternative courses: attend if night courses not available 2011–12	30.29	14.59	48.28
ALTAVONLN	Alternative courses: attend if online not available 2011–12	103.99	11.20	40.23
ALTAVWKND	Alternative courses: attend if weekend courses not available 2011–12	492.55	19.05	32.18
BELONG	Engagement: felt like a part of institution 2012	13.69	8.31	61.36
CRDBAL14	Credit cards: balance due 2014	26.57	15.45	44.32
CRDPAY14	Credit cards: pay off balance 2014	24.64	12.57	65.91
CURCONF	Academic confidence: 2011–12	13.70	8.23	61.36
DEGEVR	Likelihood of ever completing expected degree 2012	13.36	8.32	62.50
DEGEXPDT	Date expected to complete degree requirements	13.89	8.53	62.50
DEPINC14	Dependent students: parents' income 2013–14	74.98	20.58	65.91
DSCTRATE	Discount rate 2012	14.08	8.57	61.80
DSTUINC14	Dependent students: income 2013–14	74.35	20.71	64.77
EMPENRL02	Employment string for JOB 2	30.07	17.14	69.32
EMPENRL03	Employment string for JOB 3	60.18	28.01	59.09
EMPENRL04	Employment string for JOB 4	167.86	32.43	52.87
EMPENRL05	Employment string for JOB 5	159.80	35.39	39.29
EMPENRL06	Employment string for JOB 6	339.86	48.25	32.89
EMPENRL07	Employment string for JOB 7	164.05	37.98	18.84
EMPENRL08	Employment string for JOB 8	214.41	69.50	62.50
EXOCC6	Expected job: type of occupation 2012 (specific)	13.73	8.40	61.36
EXPBA	Bachelor's program intentions within 5 years 2012	169.67	13.36	58.62
EXPFLD	Job non-monetary benefits: importance of being an expert 2012	13.88	8.28	61.36
FACULTY	Engagement: interactions with faculty 2012	13.74	8.20	62.50
FAMTIM	Job non-monetary benefits: importance of balancing work/family 2012	13.94	8.91	61.36
FEDBEN14A	Received federal benefit: Food Stamps 2014	21.84	14.43	78.16
FEDBEN14B	Received federal benefit: Free or Reduced Price Lunch 2014	21.84	14.43	78.16
FEDBEN14C	Received federal benefit: Supplemental Security Income 2014	21.84	14.43	78.16
FEDBEN14D	Received federal benefit: TANF 2014	21.84	14.43	78.16
FEDBEN14E	Received federal benefit: WIC 2014	21.84	14.43	78.16
FHSUPP	Supportive of PSE: friends from home 2011–12	13.63	8.29	61.36
FSSUPP	Supportive of PSE: friends from school 2011–12	13.68	8.25	62.50
HIEXPWGE	Expected job: highest annual salary expected 2012	13.94	8.15	60.67
HLPOTH	Job non-monetary benefits: importance of helping others 2012	13.96	8.58	61.36
HRSWKJ2Y1	Jobs while enrolled: hours worked for job 2 at year 1	39.93	15.91	49.43
HRSWKJ2Y2	Jobs while enrolled: hours worked for job 2 at year 2	50.96	23.10	64.37
HRSWKJ2Y3	Jobs while enrolled: hours worked for job 2 at year 3	134.97	28.01	68.97
HRSWKJ3Y1	Jobs while enrolled: hours worked for job 3 at year 1	84.01	22.50	38.37
HRSWKJ3Y2	Jobs while enrolled: hours worked for job 3 at year 2	163.04	37.21	48.24

See notes at end of table.

Table I-24. Summary of item bias analysis for BPS:12/14—Continued

Variable	Description	Mean percent relative bias	Median percent relative bias	Percent of biases that are statistically significant
HRSWKJ3Y3	Jobs while enrolled: hours worked for job 3 at year 3	240.80	47.08	54.76
HRSWKJ4Y1	Jobs while enrolled: hours worked for job 4 at year 1	140.80	28.11	24.39
HRSWKJ4Y2	Jobs while enrolled: hours worked for job 4 at year 2	229.65	34.85	28.57
HRSWKJ4Y3	Jobs while enrolled: hours worked for job 4 at year 3	1474.86	41.33	46.05
HRSWKJ5Y1	Jobs while enrolled: hours worked for job 5 at year 1	126.70	42.51	20.51
HRSWKJ5Y2	Jobs while enrolled: hours worked for job 5 at year 2	750.26	61.10	44.00
HRSWKJ6Y1	Jobs while enrolled: hours worked for job 6 at year 1	194.16	51.98	30.65
HRSWKJ6Y2	Jobs while enrolled: hours worked for job 6 at year 2	645.39	49.33	37.50
HRSWKJ6Y3	Jobs while enrolled: hours worked for job 6 at year 3	907.03	60.56	37.93
HRSWKJ7Y2	Jobs while enrolled: hours worked for job 7 at year 2	141.05	60.24	33.33
IMPACAD	PSE service importance: academic advising in 2011–12	45.06	16.09	68.18
IMPACSP14	PSE service importance: academic support services in 2013–14	158.89	23.92	68.97
IMPACSP	PSE service importance: academic support services in 2011–12	55.35	21.28	70.45
IMPCPP14	PSE service importance: career planning services in 2013–14	894.18	35.39	71.26
IMPCPP	PSE service importance: career planning services in 2011–12	35.76	22.53	54.55
IMPFINAID14	PSE service importance: financial aid services in 2013–14	107.92	24.45	62.07
IMPFINAID	PSE service importance: financial aid services in 2011–12	18.40	11.90	52.27
IMPHLTH14	PSE service importance: student health services in 2013–14	672.25	34.46	78.16
IMPHLTH	PSE service importance: student health services in 2011–12	146.58	30.67	75.00
INCSPS14	Independent students: spouse's income 2013–14	85.77	37.71	44.83
ISTUINC14	Independent students: income 2013–14	60.12	28.47	55.17
JBEN14A	Job 2014: eligible for life insurance	21.35	14.78	36.78
JBEN14B	Job 2014: eligible for health insurance	21.47	14.42	35.63
JBEN14C	Job 2014: eligible for retirement benefits	21.60	13.94	35.63
JOBLIC14	Job 2014: has industry certification or license	19.62	13.12	34.48
JOBOCC14	Job 2014: occupation	20.05	12.91	34.48
JOBRCLG14	Job 2014: related to college studies	21.11	12.79	33.33
JOBRCLC14	Job 2014: job required industry certification or license	19.57	13.21	34.48
JOBRFLT14	Job 2014: related to intended future work	20.00	12.77	34.48
JOBSELF14	Job 2014: self employed	19.65	12.88	33.33
JOBTIM14	Job 2014: years worked in same or similar job	19.57	12.53	36.78
KNOWCLAS14	Knew requirements needed to complete degree when last enrolled 2014	103.24	16.20	71.91
KNOWCLAS	Knew requirements needed to complete degree at NPSAS 2012	17.82	10.85	60.23
LEISTIME	Job non-monetary benefits: importance of balancing work/leisure 2012	14.00	8.48	61.36
LKOCCATHD	Expected job: Likelihood of holding job after highest attainment 2012	13.94	8.38	60.23
LOCJOB12	Jobs while enrolled: on or off campus 2011–12	26.31	11.12	53.93
LOCJOB13	Jobs while enrolled: on or off campus 2012–13	36.05	14.85	65.91
LOCJOB14	Jobs while enrolled: on or off campus 2013–14	50.08	16.35	64.04

See notes at end of table.

Table I-24. Summary of item bias analysis for BPS:12/14—Continued

Variable	Description	Mean percent relative bias	Median percent relative bias	Percent of biases that are statistically significant
LOEXPWGE	Expected job: lowest annual salary expected 2012	13.92	7.94	60.67
MENTH	Health: mental 2012	14.16	8.94	60.23
MISSH	Health: amount missed school/work in past 30 days 2012	14.18	8.72	61.36
MTGAMT14	Monthly mortgage or rent amount: 2014	12.35	6.89	52.27
OPCJOBANY	Opportunity cost: work if had not attended college	15.00	9.57	61.36
OPCJOBEARN	Opportunity cost: annual earnings if had not attended college	18.77	10.33	65.56
OPCJOBHR	Opportunity cost: hours worked per week if had not attended college	17.77	9.96	62.50
OPCNUMJOB	Opportunity cost: number of jobs if had not attended college	17.58	10.71	62.50
PARSUPP	Supportive of PSE: parents 2011–12	18.48	11.10	67.44
PEERINT	Engagement: interactions with other students 2012	13.73	8.51	61.36
PHYSH	Health: physical 2012	14.20	8.70	61.36
POCCMN	PSE Delayers: number of years employed at job held prior to 2011–12	53.60	18.44	52.87
PRECONF	Academic confidence: prior to attending school 2011–12	13.83	8.23	61.36
PRJBAMT	PSE Delayers: estimated annual earnings at job held prior to 2011–12	52.79	18.39	51.72
PRRPY14	Loan repayment (private): monthly payment amount 2014	147.95	35.41	52.87
PRVHRSWK	PSE Delayers: hours worked per week at job held prior to 2011–12	55.40	20.27	54.02
PRVJOB	PSE Delayers: jobs for pay prior to 2011–12	37.03	16.81	52.87
PRVMTHWK	PSE Delayers: months worked in year prior to 2011–12	54.31	20.12	52.87
PRVOCC	PSE Delayers: occupation held prior to 2011–12	55.86	21.29	54.02
SAMEJOB	PSE Delayers: same or similar job while enrolled 2011–12	321.63	23.53	36.05
SOCSATIS	Engagement: satisfaction with social experience at NPSAS 2012	13.71	8.21	61.36
SPNM13	Not married to spouse in 2013	48.21	18.79	42.53
SPPSUPP14	Supportive of PSE: spouse 2013–14	48.43	18.94	42.53
SPPSUPP	Supportive of PSE: spouse 2011–12	245.11	35.85	47.13
SPSED14	Spouse's education level 2014	47.78	18.74	40.23
UGLVL14	Class level at most recent institution 2014	22.28	13.01	61.11
UNEMPSTRY1_2	Unemployment: looking for work July 2011 through June 2012	19.02	12.50	42.53
UNEMPSTRY2_2	Unemployment: looking for work July 2012 through June 2013	18.79	12.18	44.83
UNEMPSTRY3_2	Unemployment: looking for work July 2013 through June 2014	19.61	12.51	41.38

See notes at end of table.

Table I-24. Summary of item bias analysis for BPS:12/14—Continued

Variable	Description	Mean percent relative bias	Median percent relative bias	Percent of biases that are statistically significant
USEACAD	PSE services used: academic advising in 2011–12	13.67	8.26	61.36
USEACSP	PSE services used: academic support services in 2011–12	13.67	8.26	61.36
USECPP	PSE services used: career services in 2011–12	13.67	8.26	61.36
USEFINAID	PSE services used: financial aid services in 2011–12	13.67	8.26	61.36
USEHLTH	PSE services used: student health services in 2011–12	13.67	8.26	61.36
USENONE	PSE services used: None in 2011–12	13.67	8.26	61.36
WRKTSKS	Job non-monetary benefits: importance of making decisions 2012	14.01	9.08	61.36

NOTE: The results are prior to imputation (i.e., using the questionnaire data) and include study respondents who did not respond to the interview. The mean and medians are computed over the absolute values of the bias and percent relative bias. The bias was computed using the BPS:12/14 study weight.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

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Appendix J: BPS:12/14 Field Test

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Section 1. Field Test Overview

This appendix documents the methodology and evaluations of data quality of the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) field test. As an appendix to the Data File Documentation report, the following sections summarize information unique to the field test.

Section 1 briefly presents an overview of the BPS:12/14 field test design including experiments conducted that informed full-scale data collection. Section 2 details the sampling design, including criteria for sampling institutions and students in the 2011–12 National Postsecondary Student Aid Study (NPSAS:12), eligibility criteria used for the BPS:12/14 sample, and identification of first-time beginning (FTB) students among base-year nonrespondents. Section 3 describes the details of the data collection outcomes, including information about the responsive design experiments. Lastly, section 4 gives recommendations for changes to the BPS:12/14 full-scale study.

1.1 Field Test Study Design

The BPS:12/14 field test contained new features and experiments in order to inform the full-scale study. These new features included changes to the base-year sampling procedures and the student instrument, experimental designs for improving data quality during data collection, and administrative record matching.

For the first time with this iteration of BPS, the study featured an oversample of students in public 2-year and for-profit institutions seeking education certificates. This new sampling design provided rich new data on relationships between wage and employment outcomes for completers of subbaccalaureate education credentials. An expanded employment section in the student interview collected an employment history of all jobs respondents held since starting postsecondary education, which will aid analysis of labor market outcomes.

In addition to changes to sampling and the instrument, the field test student interview contained two experiments. The first experiment was designed to determine whether the estimated time burden of the interview affected the likelihood that base-year nonrespondents would participate. Half of the base-year nonrespondents, and all base-year respondents, were asked to complete the full field

test interview, while half of the base-year nonrespondents were asked to complete a shorter, modified version of the interview.

The second experiment featured a responsive design strategy to selectively target nonresponding cases that were deemed to have the largest potential to impact on nonresponse bias. These cases were treated with a higher incentive in order to evaluate if the larger incentive would boost participation, and thus reduce bias in estimates. Findings from both experiments are presented in section 3.

After data collection was completed, additional administrative data were obtained from a variety of sources. Student financial aid data were matched and downloaded from the Central Processing System (CPS), which houses and processes data contained in the Free Application for Federal Student Aid (FAFSA) forms. Data were also obtained from the National Student Loan Data System (NSLDS), which contains both federal Pell Grant and Stafford Loan data, and the National Student Clearinghouse (NSC), containing enrollment and degree attainment information provided by participating institutions.

Section 2. Field Test Sampling Design

This section provides a detailed summary of the sampling design and methods implemented for the BPS:12/14 field test. The target population is defined, and the universe and sampling procedures for NPSAS:12 and BPS:12/14 are described, including methods for identifying FTB students.

2.1 Target Population

The target population for the BPS:12/14 field test was all students who began their postsecondary education for the first time during the 2010–11 academic year at any Title IV-eligible postsecondary institution in the United States. The BPS:12/14 field test sample was taken from the NPSAS:12 field test sample of students who were confirmed FTB students or potential FTB students as indicated by the NPSAS institution. Because the students in the BPS:12/14 field test sample come from the NPSAS:12 field test sample, this section also describes the NPSAS:12 field test sample design, which was a two-stage sample consisting of a sample of institutions at the first stage and a sample of students from within sampled institutions at the second stage.

2.1.1 *Institution Universe for NPSAS:12*

To be eligible for NPSAS:12 field test, students must have been enrolled at a NPSAS-eligible institution for a term or in a course of instruction at any time during the 2010–11 academic year. Institutions must have also met the following requirements:

- offer an educational program designed for persons who have completed secondary education;
- offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offer courses that were open to more than the employees or members of the company or group (e.g., union) that administers the institution;
- be located in the 50 states or the District of Columbia;

- not be a U.S. service academy institution; and
- have signed the Title IV participation agreement with the Department of Education.¹

NPSAS excluded institutions providing only avocational, recreational, or remedial courses or only in-house courses for their own employees or members. U.S. service academies were excluded because of their unique funding/tuition base. Institutions in Puerto Rico were not included in the 2012 administration of NPSAS. Puerto Rican institutions enroll only about 1 percent each of undergraduate and graduate students nationally. These institutions have unique aid, enrollment, and demographic patterns that distinguish them from institutions in the 50 states and the District of Columbia.

The institution sampling frame for the NPSAS:12 field test was constructed using the 2009 Integrated Postsecondary Education Data System (IPEDS) header, Institution Characteristics (IC), Fall and 12-Month Enrollment, and Completions files. All eligible students from sampled institutions constituted the student sampling frame. The institution samples for NPSAS field test and full-scale studies were selected simultaneously, prior to the field test study, using stratified random sampling with probabilities proportional to a composite measure of size (Folsom, Potter, and Williams 1987). Institution measure of size was determined using annual enrollment data from the most recent IPEDS 12-Month Enrollment component and FTB student enrollment data from the most recent IPEDS Fall Enrollment component. Composite measure of size sampling was used to ensure that target sample sizes were achieved within institution and student sampling strata, while also achieving approximately equal student weights across institutions.

The field test institution sample for NPSAS:12 was selected using statistical procedures rather than purposively sampling as had been done in past NPSAS cycles. This provided more control to ensure that the field test and the full-scale institution samples had similar characteristics. It also allowed inferences to be made to the target population, supporting the analytic needs of the field test experiments and instrument. This ability to make analytic inferences extends to the BPS:12/14 field test sample.

A total of 1,970 institutions from the stratified frame were selected to participate in either the field test or full-scale study. From the 1,970 institutions selected, a

¹ A Title IV eligible institution is an institution that has a written agreement (program participation agreement) with the U.S. Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs.

subsample of 300 institutions was selected using simple random sampling within institution strata to make up the field test sample. The remaining 1,670 institutions made up the sample for the full-scale study. This sampling process eliminated the possibility that an institution would be burdened with participation in both the field test and full-scale studies, yet maintained the representativeness of the full-scale sample.

The institution strata used for the sampling design were based on institution level, control, and highest level of offering and are the following:

- public less-than-2-year,
- public 2-year,
- public 4-year non-doctorate-granting,
- public 4-year doctorate-granting,
- private nonprofit less-than-4-year,
- private nonprofit 4-year non-doctorate-granting,
- private nonprofit 4-year doctorate-granting,
- for-profit less-than-2-year,
- for-profit 2-year, and
- for-profit 4-year.

Due to the growth of the for-profit sector, for-profit 4-year and for-profit 2-year institutions were separated into their own strata, unlike in previous administrations of NPSAS.

Within each institution stratum, additional implicit stratification for the full-scale was accomplished by sorting the sampling frame within stratum by the following classifications: (1) historically Black colleges and universities indicator; (2) Hispanic-serving institutions indicator; (3) Carnegie classifications of degree-granting postsecondary institutions; (4) 2-digit Classification of Instructional Programs (CIP) code for less-than-2-year institutions; (5) the Office of Business Economics Region from the IPEDS header file (Bureau of Economic Analysis of the U.S. Department of Commerce Region); (6) state and system, for states with large systems, e.g., the SUNY and CUNY systems in New York, the state and technical colleges in Georgia, and the California State University and University of California systems in California; and (7) the institution measure of size. The objective of this implicit stratification was to approximate proportional representation of institutions on these measures.

Approximately 300 institutions were sampled for the NPSAS:12 field test. Overall, almost 100 percent of the sampled institutions met the eligibility requirements; of those, approximately 51 percent (or about 150 institutions) provided enrollment lists.

2.1.2 Student Universe for NPSAS:12

Students eligible for the NPSAS:12 field test were those who attended a NPSAS-eligible institution during the 2010–11 academic year and who were

- enrolled in *either*: (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; (c) exclusively noncredit remedial coursework but determined by the institution to be eligible for Title IV aid; *or* (d) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award;
- not currently enrolled in high school; and
- not solely enrolled in a GED or other high school completion program.

The NPSAS:12 field test institution sample included all levels (less-than-2-year, 2-year, and 4-year) and controls (public, private nonprofit, and for-profit) of Title IV eligible postsecondary institutions in the United States. The field test student sample was randomly selected from lists of students enrolled at sampled institutions between July 1, 2010 and April 30, 2011.

The NPSAS:12 field test study year covers the time period between July 1, 2010 and June 30, 2011, to coincide with the federal financial aid award year. To facilitate timely completion of data collection and data file preparation, institutions were asked to submit enrollment lists for all eligible students enrolled at any time between July 1 and April 30 or, for institutions with continuous enrollment, between July 1 and March 31. The March 31 deadline for continuous enrollment institutions was used for the field test due to the compressed data collection schedule and was not used in the full-scale study.

Because previous cycles of NPSAS have shown that the terms beginning in May and June add little to enrollment and aid totals, May-June starters were excluded to allow institutions to provide enrollment lists earlier which, in turn, allowed the student interview process to begin earlier. In the full-scale study, post-stratification of survey estimates based on IPEDS records on enrollment and NSLDS records on financial aid distributed were used to adjust for the survey year's inclusion of any terms that begin by April 30 and the consequent exclusion of a small number of students newly enrolled in May or June.

To create the student sampling frame, each participating institution was asked to submit a list of eligible students. The requests for student enrollment lists specifically indicated how institutions should handle special cases, such as students taking only correspondence or distance learning courses, and foreign exchange, continuing

education, extension division, and nonmatriculated students. The data required for each enrollee were the following:

- student's name;
- student ID;
- Social Security number;
- date of birth;
- date of high school graduation (month and year);
- degree level during the last term of enrollment (undergraduate, masters, doctoral-research/scholarship/other, doctoral-professional practice, or other graduate);
- class level if undergraduate (first, second, third, fourth, or fifth year or higher);
- major;
- CIP code;
- indicator of whether the institution received an Institutional Student Information Record (ISIR) (an electronic record summarizing the results of the student's FAFSA processing) from the CPS;
- FTB student status; and
- contacting information, such as cell phone number, local telephone number and address, permanent telephone number and address, campus e-mail address, and permanent e-mail address.

Requesting contact information for eligible students prior to sampling allowed for student record abstraction and student interviewing to begin shortly after sample selection, which helped to ensure the management of the field test schedule for data collection, data processing, and file development.

Student sample sizes for the field test were formulated to ensure representation of various types of students. Specifically, the sample included a large number of potential FTB students to provide a sufficient sample size to obtain a yield of at least 1,000 students for the BPS field test. The NPSAS:12 field test sample included 4,530 students, of which 4,130 were potential FTB students, 200 were other undergraduate students, and 200 were graduate students.

Students were sampled at fixed rates according to student education level and institution sampling strata. Sample yield was monitored and sampling rates were adjusted when necessary, resulting in a statistical sample of the required sample size for the field test. The same approach was used for the full-scale study. Student enrollment lists provided by the institutions were reviewed to make sure that required elements were included, and were also compared for consistency with counts from the 2009 IPEDS 12-Month Enrollment Component.

2.1.3 Identification of FTB students in NPSAS:12

To be eligible for the BPS field test, students must have begun their postsecondary education for the first time after completing high school on or after July 1, 2010, and before July 1, 2011. Close attention was paid to accurately identify FTB students in the NPSAS field test to avoid unacceptably high rates of misclassification (e.g., false positives)² which can, and have, resulted in (1) excessive cohort loss, (2) excessive cost to “replenish” the sample, and (3) an inefficient sample design (excessive oversampling of “potential” FTB students) to compensate for anticipated misclassification error. To address this concern, participating institutions were asked to provide additional information for all eligible students and student names were matched to administrative databases to further eliminate false positives prior to sample selection.

Participating institutions were asked to provide the FTB student status and high school graduation date for every listed student. High school graduation date was used to remove students from the frame who were co-enrolled in high school. FTB student status, along with class level and student level, were used to exclude misclassified FTB students in their third year or higher or those who were not undergraduate students, or both. FTB student status, along with date of birth, was also used to identify students older than 18 to send for presampling matching to administrative databases.

If the FTB student indicator was not provided for a student on the list, but the student was 18 years of age or younger and did not appear to be enrolled in high school, the student was sampled as a FTB student. Otherwise, if the FTB student indicator was not provided for a student on the list and the student was over the age of 18, then the student was sampled as “other undergraduate” but would be included in the BPS cohort if identified during the student interview as a FTB student.

Prior to sampling, students over the age of 18 listed as potential FTB students were matched to NSLDS records to determine if any had a federal financial aid history predating the NPSAS year (earlier than July 1, 2010 for the field test). Since NSLDS maintains current records of all Title IV federal grant and loan funding, any student with disbursements from the prior year or earlier could be reliably excluded from the sampling frame of FTB students. Given that about 60 percent of FTB students receive some form of Title IV aid in their first year, this matching process could not exclude all listed FTB students with prior enrollment; however, this process significantly improved the accuracy of the list prior to sampling, yielding fewer false

² A student identified by the institution on the enrollment list as a FTB student who turns out to not be a FTB student is a false positive.

positives. After undergoing NSLDS matching, students over the age of 18 still listed as potential FTB students were matched to the National Student Clearinghouse (NSC) for further narrowing of potential FTB students based on evidence of earlier enrollment.

Matching to NSLDS identified about 19 percent of cases as false positives and NSC matching identified about 14 percent of cases as false positives (table J-1). In addition to NSLDS and NSC, a subset of potential FTB students on the student sampling frame was sent to CPS to evaluate the benefit of the CPS match for the full-scale study. Of the 58,690 students sent, CPS matching identified about 10 percent of cases as false positives. Overall, matching to all sources identified about 32 percent of potential FTB students over the age of 18 as false positives, with many of the false positives identified by CPS also identified by NSLDS or NSC. The matching appeared most effective among public less-than-2-year and for-profit institutions. While public less-than-2-year institutions have a high percentage of false positives, they represent a small percentage of the total sample.

Since this presampling matching was new to NPSAS:12, the FTB student sample size was set high to ensure that a sufficient number of true FTB students would be interviewed. In addition, the enlarged FTB student sample size took into account the error rates observed in NPSAS:04 and BPS:04/06 within each sector. These rates were adjusted to reflect the improvement in the accuracy of the frame from the NSLDS and NSC record matching. Sector-level FTB student error rates from the field test were used to help determine the rates necessary for full-scale student sampling.

Table J-1. Potential first-time beginning (FTB) students' false positive rates, by source and institution type: 2012

Institution type	Total			NSLDS			NSC			CPS		
	Sent for matching	False positives	Percent false positive	Sent for matching	False positives	Percent false positive	Sent for matching	False positives	Percent false positive	Sent for matching	False positives	Percent false positive
Total	143,650	46,090	32.1	143,650	27,550	19.2	116,100	16,430	14.1	58,690	5,980	10.2
Public												
Less-than-2-year	720	360	50.2	720	220	29.8	510	150	29.1	#	#	#
2-year	48,090	16,790	34.9	48,090	10,600	22.0	37,490	5,150	13.7	22,210	3,300	14.9
4-year non-doctorate-granting	9,910	1,540	15.6	9,910	670	6.7	9,240	650	7.0	5,650	540	9.5
4-year doctorate-granting	38,200	6,970	18.2	38,200	1,610	4.2	36,590	4,750	13.0	19,160	1,230	6.4
Private nonprofit												
Less-than-4-year	520	140	26.3	520	50	8.7	470	80	16.3	300	40	14.0
4-year non-doctorate-granting	5,770	1,800	31.2	5,770	1,160	20.1	4,610	570	12.3	4,150	250	6.0
4-year doctorate-granting	14,170	3,730	26.3	14,170	1,840	13.0	12,340	1,740	14.1	6,580	550	8.4
For-profit												
Less-than-2-year	2,180	1,100	50.4	2,180	730	33.6	1,450	370	25.4	#	#	#
2-year	4,320	1,770	41.0	4,320	1,100	25.5	3,220	670	20.8	#	#	#
4-year	19,770	11,890	60.2	19,770	9,580	48.4	10,190	2,310	22.7	640	60	9.1

Rounds to zero.

NOTE: NSLDS = National Student Loan Data System; NSC = National Student Clearinghouse; and CPS = Central Processing System. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12) Field Test.

2.2 First Follow-up Study (BPS:12/14)

At the conclusion of the NPSAS:12 field test, 2,000 students had been interviewed and confirmed to be FTB students. All were included in the BPS:12/14 field test. In addition, the BPS:12/14 field test sample included the 1,490 students who did not respond to the NPSAS:12 field test but were potential FTB students according to student records or institution lists. The distribution of the BPS:12/14 field test sample is shown in table J-2, by institution type.

Table J-2. Distribution of field test sample, by first-time beginning (FTB) students and institution type: 2012

Institution type	FTB students		
	Total	Confirmed	Potential
Total	3,500	2,000	1,490
Public			
Less-than-2-year	20	10	10
2-year	1,530	830	700
4-year non-doctorate-granting	200	140	60
4-year doctorate-granting	440	320	120
Private nonprofit			
Less-than-4-year	40	20	10
4-year non-doctorate-granting	210	160	50
4-year doctorate-granting	140	110	30
For-profit			
Less-than-2-year	140	70	70
2-year	210	70	140
4-year	580	280	300

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12) Field Test.

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Section 3. Field Test Student Interview Design, Data Collection, Outcomes, and Evaluation

This section describes the data collection, outcomes, and evaluations conducted by staff to assess the BPS:12/14 field test and to inform the full-scale collection.

3.1 Student Interview Data Collection Outcomes

BPS:12/14 field test staff assessed data collection outcomes by reviewing the number of BPS:12/14 field test sample members located and interviewed, the time required to complete the interview, the time spent contacting and interviewing sample members, and conversion of interview refusals.

3.1.1 *Locating Results and Interview Response Rates*

BPS:12/14 field test staff considered a number of factors to determine whether a sample member had been located. Outcomes of attempted contact with sample members and information learned from tracing efforts provided information about whether a sample member had been located, which did not always produce contact information. For example, if a sample member's status was confirmed deceased—through telephone or tracing contacts—then the sample member was considered located.

As shown in table J-3, staff located approximately 85 percent (2,960) of BPS:12/14 field test sample members, of which approximately 64 percent (1,880) completed the interview. Of the 3,350 total eligible sample members, approximately 56 percent completed the interview.

Table J-3. Located and interviewed results, by NPSAS:12 response status and institution type: 2013

NPSAS:12 response status and institution type	Total sample	Eligible sample	Located ¹		Interviewed ²		
			Number	Percent of total	Number	Percent of located	Percent of total
Total	3,500	3,350	2,960	84.7	1,880	63.6	56.2
NPSAS:12 response status							
Respondent	2,000	2,000	1,840	91.7	1,510	82.2	75.4
Nonrespondent	1,490	1,350	1,130	75.4	370	33.2	27.7
Institution type							
Public							
Less-than-2-year	20	20	10	70.6	10	50.0	35.3
2-year	1,530	1,470	1,280	84.1	760	59.3	51.9
4-year non-doctorate-granting	200	200	180	90.2	130	72.8	66.3
4-year doctorate-granting	440	430	410	93.3	310	76.7	72.2
Private nonprofit							
Less-than-4-year	40	30	30	91.9	20	64.7	64.7
4-year non-doctorate-granting	210	200	190	93.7	150	78.6	75.1
4-year doctorate-granting	140	140	130	96.4	120	87.3	84.2
For-profit							
Less-than-2-year	140	130	110	76.3	70	63.2	51.1
2-year	210	190	150	72.5	70	43.8	36.0
4-year	580	540	460	78.4	250	53.9	45.3

¹ Sample members are counted as located if they were ever located at some point during data collection.

² Interviewed count includes eligible sample members who met the criteria for qualification as an interview respondent, which required completing at least a partial interview.

NOTE: NPSAS = National Postsecondary Student Aid Study. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Base-year respondents were more likely to be located and to complete the BPS:12/14 field test interview than base-year nonrespondents. Base-year respondents had a located rate of 92 percent, compared with only 75 percent of base-year nonrespondents ($\chi^2 = 216.8, p < .001$). Similarly, 75 percent of all base-year respondents completed the BPS:12/14 interview, compared with only 28 percent of base-year nonrespondents ($\chi^2 = 744.9, p < .001$).

Located rates by source of batch update. As shown in table J-4, batch matching successfully confirmed existing contact information, or provided new information, for 10,240 records, or 48 percent of those sent. Depending on the source, a matched record could have been a new or confirmed address, e-mail address, or phone number for the sample member. The most records, 1,940, were matched through PhoneAppend, and the fewest records, 310, were matched through Premium Phone.

Table J-4. Batch processing record match rates, by tracing source: 2013

Tracing source	Number of records sent	Number of records matched ¹	Percent matched ²
Total	21,510	10,240	47.6
CPS	3,260	1,870	57.2
NCOA	3,390	740	21.8
PhoneAppend	3,390	1,940	57.4
Premium Phone	680	310	46.2
SSN Search	3,280	1,270	38.7
FAFSA	3,260	1,830	56.2
Experian	1,000	560	56.1
NSLDS	3,260	1,720	52.8

¹ Match rate includes instances when sample member contact information was confirmed and when new information was provided.

² Percent is based on the number of records sent for batch tracing. Since records were sent to multiple tracing sources, multiple record matches were possible.

NOTE: CPS = Central Processing System. NCOA = National Change of Address. SSN = Social Security number. FAFSA = Free Application for Federal Student Aid. NSLDS = National Student Loan Data System. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Located rates by contact information update. BPS:12/14 field test sample members were asked to update their contact information prior to the start of data collection. As shown in table J-5, contact information updates were received from 580 sample members in response to the initial contact letter mailing and e-mail. If an update was received, the location rate was nearly 100 percent and the interviewed rate about 98 percent.

Table J-5. Located and interviewed completion rates, by address updates: 2013

Address update	Total	Located ¹		Interviewed ²	
		Number	Percent	Number	Percent
Address update provided	580	580	99.5	570	97.6
No address update provided	2,770	2,240	80.8	1,320	47.5

¹ Sample members were counted as located if they were ever located at some point during data collection.

² Interviewed count includes eligible students who met the criteria for qualification as an interview respondent, which required completing at least a partial interview.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Cases requiring intensive tracing. Overall, about 14 percent of the 3,500 eligible sample members required intensive tracing. Twenty-seven percent of the base-year nonrespondents required intensive tracing, compared with only 5 percent of base-year respondents ($\chi^2 = 331.9, p < .001$) (table J-6).

Table J-6. Required intensive tracing procedures, by NPSAS:12 response status and institution type: 2013

NPSAS:12 response status and institution type	Total sample	Cases requiring intensive tracing ¹	
		Number	Percent
Total	3,500	490	14.1
NPSAS:12 response status			
Respondent	2,000	100	4.8
Nonrespondent	1,490	400	26.5
Institution type			
Public			
Less-than-2-year	20	#	23.5
2-year	1,530	240	15.5
4-year non-doctorate-granting	200	20	11.8
4-year doctorate-granting	440	20	5.0
Private nonprofit			
2-year or less	40	#	10.8
4-year non-doctorate-granting	210	10	3.4
4-year doctorate-granting	140	#	2.2
For-profit			
Less-than-2-year	140	30	18.0
2-year	210	60	27.0
4-year	580	110	19.1

Rounds to zero.

¹ Excludes cases initiated to intensive tracing that were not traced, but includes cases for which intensive tracing work began but work was stopped.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Among the cases assigned to intensive tracing, approximately 95 percent were located (table J-7). Of those cases located through intensive tracing, about 12 percent completed the interview.

Table J-7. Located and interviewed rates of cases requiring intensive tracing procedures: 2013

Intensive tracing round	Total cases ²	Located in TOPS		Interviewed ¹	
		Number	Percent of total cases	Number	Percent of located cases
Total	490	470	94.9	60	12.4
TOPS-1	490	450	90.3	60	12.6
TOPS-2 ³	170	130	79.2	10	8.3

¹ Includes eligible students who met the criteria for qualification as an interview respondent, which required completing at least a partial interview.² Excludes cases initiated to intensive tracing that were not traced.³ TOPS-2 cases are a subset of TOPS-1 cases that required additional intensive tracing efforts.

NOTE: TOPS = tracing operations. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Completed interviews by base-year (NPSAS:12 FT) response status and interview type. Approximately half of the base-year nonrespondents selected for the BPS:12/14 field test sample were asked to complete a modified, 20-minute interview.

Of base-year nonrespondents, 49 percent completed the full interview, and 48 percent completed the modified interview. Additionally, 3 percent were partial interviews, which are cases where the sample member started the interview, completed the Enrollment section, but did not finish enough to be considered a complete interview. Table J-8 shows detail on the number and percentage of completed interviews by base-year response status and interview type.

Table J-8. Interview completeness, by interview type and NPSAS:12 response status: 2013

NPSAS:12 response status	Total	Interview type					
		Full interview		Modified interview		Partial Interview	
		Number	Percent	Number	Percent	Number	Percent
Respondents	1,510	1,500	99.0	†	†	20	1.0
Nonrespondents	370	180	49.2	180	47.6	10	3.2

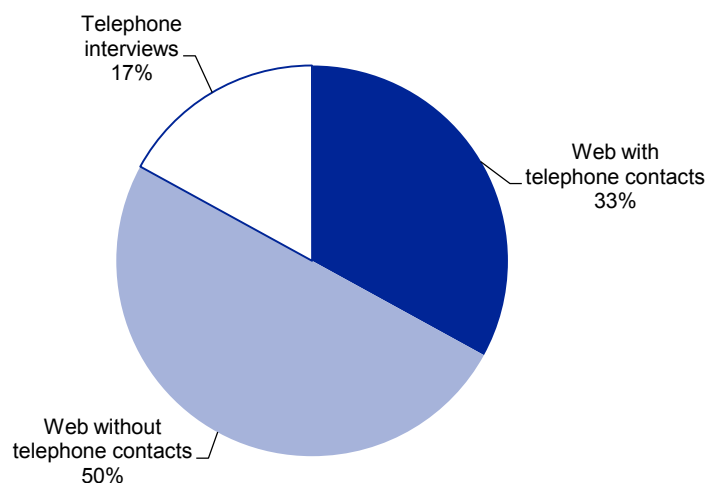
† Not applicable. Respondents were not given the modified interview.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Completed interviews by mode of administration. Interviews were completed by web or by telephone. As illustrated in figure J-1, about 50 percent of interviews were completed by web without telephone contact, 33 percent of interviews were completed by web with telephone contact, and 17 percent were completed by telephone.

Figure J-1. Distribution of interview respondents, by mode of administration: 2013



NOTE: Interviewed includes eligible sample members who met the criteria for qualification as an interview respondent, which required completing at least a partial interview. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Completed interviews by data collection phase. Data collection occurred in two main phases: an early response phase, during the first 3 weeks of data collection, followed by the main production interviewing phase. The majority of all interviews (63 percent) were completed during the early response phase (table J-9). The remaining 37 percent were completed during the production phase. The early response phase of data collection yielded a 35 percent response rate, with 1,170 completed interviews out of 3,350 cases. The production phase yielded a 32 percent response rate, with 690 completed interviews out of the remaining 2,180 cases.

Table J-9. Number of cases and percentage of complete interviews within each phase of data collection: 2013

Data collection phase	Total eligible cases	Completed interviews	Percent of completed interviews		
			Cases in phase	Total eligible	Overall
Total	3,350	1,860	55.4	55.4	100.0
Early response phase	3,350	1,170	34.9	34.9	63.0
Production phase	2,180	690	31.5	20.5	37.0

NOTE: Partial interviews were not included because partially completed interviews could be resumed by sample members through the end of data collection. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

3.1.2 Interview Timing Burden

To promote an efficient full-scale interview, the time required for each respondent to complete the field test interview was collected and analyzed. Special attention was paid to differences in the time required to navigate particular interview paths and items with consistently high administration times.

To calculate the time required to complete the interview, online or by telephone, a time stamp was embedded on each web screen, or form, of the interview. To get the *start time*, a start timer recorded the clock time on a respondent's or interviewer's computer when a form was first loaded. To get the *end time*, an end timer recorded the clock time when the *Next* button on the form was clicked. The time for each form was calculated by subtracting the *start time* from the *end time*. Total instrument time was calculated by adding the times recorded for each form.

Cases that completed the entire interview in more than a single session and partial cases were excluded from the timing analyses. Total interview time and section time outliers of more than two standard deviations were also excluded to remove scenarios where web respondents took multitasking breaks during a form without closing the browser. To calculate the total average interview time for a case, section outliers were recoded to the maximum nonoutlier value and included in the total average interview time. After including the recoded values, cases with a total

interview time that exceeded two standard deviations from the mean were excluded from all timing analyses. After these exclusions, approximately 1,190 cases of 1,880 completed interviews were included in the timing analyses (table J-10).

Table J-10. Number of interviews included and excluded from the timing report, by interview type: 2013

Interview type	Interviews	
	Number	Percent
Total interviews	1,880	100.0
Interviews included in timing report	1,190	63.2
Full interviews	1,070	56.8
Modified interviews	120	6.4
Interviews excluded from timing report	700	37.2
Interviews completed in more than one session	620	32.9
Full interviews	570	30.3
Modified interviews	50	2.7
Interview time outliers	50	2.7
Partial interviews ¹	30	1.6

¹ Partial interviews are defined as completing at least the Enrollment Section.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Base-year nonrespondents were required to satisfy the base-year and FTB student interview eligibility criteria when completing the field test interview in order to remain part of the BPS cohort; consequently, these respondents received additional interview questions in the Enrollment Section of the interview. As a way to determine whether the estimated time burden of the interview affected the likelihood of participation by base-year nonrespondents, the field test included a full interview and a modified interview. Half of the base-year nonrespondents—selected at random—and all base-year respondents were asked to complete the full field test interview, which included the following sections: Enrollment, Education Experiences, Financial Aid, Employment, Income and Expenses, Background, and Locating. Half of the base-year nonrespondents were asked to complete a shorter, modified version of the interview. The modified interview contained a subset of the full interview and only included the Enrollment, Employment, and Locating sections.

Overall, the BPS:12/14 field test full interview averaged 31.5 minutes to complete, with web interviews averaging 30.8 minutes and telephone interviews taking significantly longer at 34.7 minutes ($t(320) = 5.81, p < .0001$).³ This difference between modes was expected due to the additional time required for telephone

³ The Satterthwaite (1946) degrees of freedom approximation was used in tests with unequal variances.

interviewers to read questions and other text to respondents. Table J-11 shows the average time in minutes to complete the interview, by interview type and mode.

Table J-11. Average time in minutes to complete the interview, by interview type and mode of administration: 2013

Interview type	All respondents		Mode of administration			
			Web		Telephone	
	Number of cases	Average time	Number of cases	Average time	Number of cases	Average time
Full interview	1,070	31.5	880	30.8	180	34.7
Base-year respondents	950	30.8	800	30.4	140	33.0
Base-year nonrespondents	120	36.7	80	34.8	40	40.4
Modified interview (base-year nonrespondents only)	120	26.6	90	26.1	40	27.9

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Because base-year nonrespondents did not complete the NPSAS:12 field test interview, they received a more detailed Enrollment Section that included additional questions to confirm their NPSAS and BPS eligibility. Base-year nonrespondents took an average of 36.7 minutes to complete the full interview, which was significantly longer than the 30.8 minutes for base-year respondents ($t(154) = 6.54, p < .0001$). For full interviews, telephone interviews required more time than web interviews. For base-year nonrespondents, web interviews averaged 34.8 minutes to complete and telephone interviews took significantly longer, at 40.4 minutes ($t(103) = 3.59, p < .001$). For base-year respondents, web interviews averaged 30.4 minutes to complete and telephone interviews took significantly longer, at 33.0 minutes ($t(248) = 3.75, p < .001$). The modified interview took an average of 26.6 minutes to complete.

Instrument timing was analyzed for differences between sections. Given the additional questions to confirm survey eligibility, base-year nonrespondents unsurprisingly required significantly more time to complete the Enrollment section, at 13.2 minutes, than did base-year respondents, who took 10 minutes to complete the section ($t(152) = 7.24, p < .0001$). Base-year nonrespondents also received additional questions in the Locating section because minimal locating information had previously been collected for this group. The Locating section required significantly more time to complete for base-year nonrespondents, at 4.2 minutes, than it did for base-year respondents, at 3.4 minutes ($t(135) = 4.21, p < .0001$). Additionally, although they did not receive any extra questions in the following sections, base-year nonrespondents took a significantly longer amount of time to complete in comparison to base-year respondents: Education Experiences ($t(146) = 2.16, p < .05$); Employment

($t(143) = 3.06, p < .01$); and Background ($t(1,027) = 7.18, p < .0001$). Only the Financial Aid Section (1.3 minutes respondents; 1.2 minutes nonrespondents) and Income and Expenses Section (4.1 minutes respondents; 4.3 minutes nonrespondents) showed no significant differences in timing between the base-year nonrespondent and base-year respondent (table J-12).

Table J-12. Average time, in minutes, to complete the full interview, by interview section and base-year respondent status: 2013

Interview section	Base-year response status			
	Respondents		Nonrespondents	
	Number of cases	Average time	Number of cases	Average time
Total full interview	950	30.8	120	36.7
Enrollment	940	10.0	120	13.2
Education Experiences	920	2.6	120	3.0
Financial Aid	920	1.3	120	1.2
Employment	910	5.0	120	5.9
Income and Expenses	920	4.1	120	4.3
Background	920	1.7	110	2.1
Locating	930	3.4	110	4.2

NOTE: The timing analysis only included cases that completed the interview in one session; partial interviews and outliers were also excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study (BPS:12/14) field test.

BPS:12/14 field test respondents were classified into three groups during the interview based on their responses to questions about their enrollment status and expected persistence in postsecondary education: “completers,” “leavers,” and “all other respondents.” Completers were respondents who had completed a degree or certificate, were not currently enrolled, and did not plan to enroll in a degree or certificate program in the 2013–14 academic year. Leavers were respondents who had not completed a degree or certificate, were not currently enrolled, and did not plan to enroll in a degree or certificate program in the 2013–14 academic year. All other respondents were those who were currently enrolled in a postsecondary institution or planned to enroll in the 2013–14 academic year. Completers and leavers were grouped together because they received the same questions and traveled the same path in the interview. All other respondents were identified as “persisters” in this timing analysis.

Completers and leavers, by definition those respondents not currently enrolled and with no immediate plans to return to school, received condensed Enrollment and Education Experience sections to limit the number of questions they received related to enrollment in and engagement with a postsecondary institution. However, these respondents received a more detailed Employment section focused on collecting detailed information about a selected employer and job. Persisters, who were still in

school, received more education-related questions in the Education Experience Section and fewer Employment Section questions. These interview paths were chosen to minimize burden for each group and to ensure that respondents were receiving questions most relevant to their situation.

As shown in table J-13, persisters took an average of 31.9 minutes to complete the full interview, which was significantly longer than the interviews for completers and leavers, which took 29.9 minutes ($t(1,063) = 2.73, p < .01$). For persisters, web interviews averaged 31.1 minutes, significantly less than the 36.0 minutes required for telephone interviews ($t(222) = 6.42, p < .0001$).

Table J-13. Average time in minutes to complete the full interview, by completer/leaver status and mode of administration: 2013

Status	All respondents		Mode of administration			
	Number of cases	Average time	Web		Telephone	
			Number of cases	Average time	Number of cases	Average time
All full interviews	1,070	31.5	880	30.8	180	34.7
Completers and leavers	210	29.9	160	29.5	50	30.9
Persisters	860	31.9	720	31.1	140	36.0

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study (BPS:12/14) field test.

As shown in table J-14, the Enrollment and Education Experiences sections required significantly more time for persisters to complete, with Enrollment taking persisters 11.3 minutes compared with the 6.7 minutes it took completers and leavers ($t(331) = 13.66, p < .0001$). Education Experiences took persisters 3.2 minutes, significantly longer than the 0.6 minutes it took completers and leavers ($t(1018) = 45.82, p < .0001$). However, the Employment section required a significantly longer amount of time for completers and leavers to complete, at 7.9 minutes, compared with persisters, at 4.5 minutes ($t(214) = 13.10, p < .0001$). Two other sections also took significantly longer for completers and leavers to complete compared with persisters: Background ($t(1,027) = 6.32, p < .0001$); and Locating ($t(289) = 3.45, p < .001$). The timing differences between these two groups for the Financial Aid and Income and Expenses sections were not significant.

Table J-14. Average time in minutes to complete the full interview, by interview section and completer/leaver status: 2013

Interview section	Status			
	Completers and leavers		Persisters	
	Number of cases	Average time	Number of cases	Average time
Total interview	210	29.9	860	31.9
Enrollment	210	6.7	840	11.3
Education Experiences	210	0.6	830	3.2
Financial Aid	210	1.3	840	1.3
Employment	180	7.9	850	4.5
Income and Expenses	200	4.2	840	4.1
Background	200	2.0	830	1.7
Locating	200	3.9	830	3.4

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Average times to administer each form (web screen) were compared across all forms in the instrument, except those in the Locating Section, which can require long administration times. The forms with the highest average administration times are listed in table J-15. The time required to complete the coders for occupation (B14DOCC and B14AEXOCC) and majors (B14AMAJ1, B14ANPMAJ01, and B14AOTMAJ01) is not unexpected given that coders required the respondent or telephone interviewer to (1) enter text strings on the form, (2) hit “Enter” to conduct a keyword search on an underlying database, and (3) select a response from the returned list of possible matches. The coder for current/most recent employer occupation (B14DOCC) had the longest average form time at 2.1 minutes.

Table J-15. Ten longest average form times, in minutes observed in the interview: 2013

Form name	Form description	Type	Number of cases	Average time
B14DOCC	Current/most recent employer: occupation coder	Coder	230	2.1
B14AEXOCC	Expected occupation: coder	Coder	1,000	1.8
B14ANENRL	Enrollment in 2010–13 for NPSAS degree: months of enrollment	Calendar form	860	1.5
B14ANPENRL01	Other NPSAS enrollment 1: months of enrollment	Calendar form	150	1.4
B14AMAJ1	NPSAS major 1 coder	Coder	430	1.3
B14AOTENRL01	Other non-NPSAS degree 1: months of enrollment	Calendar form	410	1.3
B14DWKMON01	Employer 1: months worked	Calendar form	1,080	1.3
B14AFUTRWGES	Expected yearly salary	Textboxes	1,000	1.2
B14ANPMAJ01	Other NPSAS enrollment 1: major 1 coder	Coder	30	1.2
B14AOTMAJ01	Other school enrollment 1: major 1 coder	Coder	200	1.2

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Forms designed to represent a calendar, which collected months of enrollment (B14ANENRL, B14ANPENRL01, and B14AOTENRL01) or months of employment (B14DWKMON01) from July 2010 through June 2013 also had high administration times. These forms requested information from previous years, which required respondents to recall and record the responses. B14AFUTRWGES required respondents to provide their expected yearly earnings at a future job, which required predictive thought rather than simple recall.

Lastly, the timing of the BPS:12/14 field test reinterview was analyzed. The BPS:12/14 field test reliability reinterview was completed by a random sample of respondents at least 4 weeks following their completion of the main BPS:12/14 interview. The reinterview included about 20 questions from the original interview. On average, it took about 5.5 minutes to administer the reinterview by web and about 5.1 minutes by telephone (table J-16).

Table J-16. Average time in minutes to complete BPS:12/14 reinterview, overall and by mode of administration: 2013

Mode of administration	Number of cases	Average time
Total	190	5.2
Web	40	5.5
Telephone	150	5.1

NOTE: The timing analysis included only cases that completed the interview in one session; partial interviews and outliers were also excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

3.1.3 Number of Calls to Sample Members

On average, 10 calls were made per sample member. The average number of calls required per sample member varied by interview response status, base-year response status, and interview mode (web or telephone). As shown in table J-17, respondents required an average of 4 calls per case, compared with 18 calls per case for nonrespondents ($t(2663.8) = 29.48, p < .001$).

Table J-17. Average number of calls, by response status and mode of interview: 2013

Response status and mode	Number of eligible cases	Number of calls	Average number of calls
Total	3,350	34,610	10.3
NPSAS:12 response status			
Respondent	2,000	12,990	6.5
Nonrespondent	1,350	21,620	16.0
BPS:12/14 response status			
Respondent	1,880	8,350	4.4
Web interviews	1,570	5,740	3.7
Excluding those with no calls	620	5,740	9.3
Telephone interviews	320	2,610	8.2
Nonrespondent and exclusions	1,470	26,260	17.9

NOTE: Respondent count includes eligible sample members who met the criteria for qualification as an interview respondent, which required completing at least a partial interview. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Web respondents required an average of 4 calls per case and telephone respondents required an average of 8 calls. However, when excluding web respondents who required no calls (such as cases completed during the early response phase), web respondents required an average of 9 calls, one more call on average than their telephone interview counterparts ($t(713.52) = 2.05, p < .0411$).

3.1.4 Refusal Conversion

BPS:12/14 field test staff integrated refusal aversion techniques into telephone interviewer training and reinforced these techniques throughout data collection in quality circle meetings. The refusal aversion techniques encouraged interviewers to share their experiences avoiding sample member refusals and to seek guidance from the group with particularly difficult cases. Project staff put sample members who refused to complete the interview in a separate queue that was worked by a subset of interviewers who had received specialized refusal conversion training. Overall, 10 percent of eligible cases ever refused (table J-18). Of those who refused, about 12 percent were converted to complete an interview.

Table J-18. Refusal and refusal conversion rates, by NPSAS:12 response status and institution type: 2013

NPSAS:12 response status and institution type	Total eligible	Ever refused interview		Interviewed, given refusal		
		Number	Percent of total eligible	Number	Percent of refused	Percent of total eligible
Total	3,350	350	10.3	40	11.6	1.2
NPSAS:12 response status						
Respondent	2,000	110	5.3	20	19.8	1.0
Nonrespondent	1,350	240	17.8	20	7.9	1.4
Institution type						
Public						
Less-than-2-year	20	#	17.6	#	0.0	0.0
2-year	1,470	190	12.9	20	8.5	1.1
4-year non-doctorate-granting	200	20	9.4	#	15.8	1.5
4-year doctorate-granting	430	40	8.3	10	16.7	1.4
Private nonprofit						
Less-than-4-year	30	#	11.8	#	25.0	2.9
4-year non-doctorate-granting	200	10	6.5	#	30.8	2.0
4-year doctorate-granting	140	10	5.8	#	0.0	2.9
For-profit						
Less-than-2-year	130	10	7.6	#	10.0	0.8
2-year	190	20	9.1	#	11.8	1.1
4-year	540	50	8.7	#	0.0	0.6

Rounds to zero.

NOTE: Includes eligible students who met the criteria for qualification as an interview respondent, which required completing at least a partial interview. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

3.2 Evaluation of the Student Interview

BPS project staff conducted various analyses to assess the quality of coders in the instrument, to enumerate the use of help text by respondents and telephone interviewers, to measure the level of item nonresponse, and to determine the quality of the student interview through cognitive testing and a student reinterview. In addition, project staff conducted a test to determine the impact of the responsive design experiment. The following section contains these findings.

3.2.1 Instrument Coders

The BPS student interview used assisted coding systems, or “coders,” to provide standardized codes for text string responses. BPS:12/14 used coders for postsecondary institutions attended since the 2011–12 academic year, majors or fields of study, and current and anticipated occupations. For each, respondents entered text strings and then matched their entry with options returned from a keyword search linked to an underlying database of standardized terms.

Recoding. Project staff randomly selected 25 percent of the major and occupation codes chosen in the student interview for *recoding*, a process in which expert coding staff reviewed the codes chosen in the interview and determined whether a different selection more accurately described the text string provided by the respondent. Table J-19 shows the rate of recoded values—same as original code, recoded to different value, or text string too vague to code—chosen by the expert coding staff for the major and occupation coders in the interview.

Table J-19. Summary of recoding results, by coding system and mode of administration: 2013

Coding system	Percent of recoding results								
	Recoded same as original			Recoded to a different value			Text string too vague to code		
	Overall	Web	Telephone	Overall	Web	Telephone	Overall	Web	Telephone
Major	96.3	95.5	100.0	2.4	2.9	0.0	1.4	1.6	0.0
Occupation	88.7	88.6	89.1	11.1	11.1	10.9	0.3	0.3	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Overall, expert coding staff agreed with major/field of study codes 96 percent of the time, recoded them to a new value 2 percent of the time, and were unable to choose a code due to vague text strings 1 percent of the time. The expert coding staff agreed with occupation codes 89 percent of the time, recoded codes 11 percent of the time, and was unable to choose a code due to vague text strings less than 1 percent of the time. Neither the major nor occupation coder showed significant differences in recode rates between modes of administration.

Upcoding. In a process known as *upcoding*, expert coding staff attempted to identify an appropriate standardized response option for any text strings for which a code had not been selected in the interview. Text strings from occupation coders and postsecondary institution coders required 7 percent upcoding each, while text strings from the major coder required 5 percent upcoding (table J-20). There were no significant differences in upcoding rates between web and telephone interviews for the major/field of study and occupation coders.

Table J-20. Percent of text strings upcoded, by coding system and mode of administration: 2013

Coding system	Mode of administration		
	Overall	Web	Telephone
IPEDS institutions	6.9	7.4	4.5
Major	5.4	6.5	#
Occupation	7.4	8.7	1.0

NOTE: IPEDS = Integrated Postsecondary Education Data System.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

3.2.2 Help Text

During the BPS:12/14 interview, both web respondents and telephone interviewers were able to click a help button provided on each NPSAS:12 interview screen to obtain question-specific help text. In addition, some questions included hyperlinked terms in the wording. Whether accessed through the help button or through the hyperlink, the question-specific help provided definitions of key terms and phrases used in question wording and response options, and provided any other explanations thought to help clarify and standardize meaning for respondents.

The number of times that respondents or interviewers clicked the help button on each screen relative to the number of respondents who were administered the question determined the rate of help text access for that screen. BPS staff analyzed the screen-level rate of help text access overall and by mode of interview administration to identify screens that may have been problematic for users. For forms administered to at least 25 respondents, the overall mean rate of help text hits per screen was 1 percent. No significant difference existed in the rate of help text access between web and telephone interviews.

Six interview questions were administered to at least 25 respondents and had an overall help text access rate of 5 percent or greater (table J-21). *Expected annual salary upon completion of education* (B14AFUTRWGES) had a 15 percent rate of help text access. This form asked respondents to report the expected, highest, and lowest possible beginning annual salary of their expected occupation. Telephone interviewers accessed help text significantly more for this form than did web interview respondents ($\chi^2 (1, N = 1352) = 20.9721, p < 0.01$). Two of the remaining interview items with 5 percent or greater overall rates of help text access also showed significantly higher rates of help text access during telephone interviews compared with web interviews: *Employer 1: work-study job* (B14DWRKSTD01) ($\chi^2 (1, N = 909) = 46.1722, p < 0.01$) and *Credit card balance carried over each month* (B14ECARRYBAL) ($\chi^2 (1, N = 673) = 18.3844, p < 0.01$).

Table J-21. Interview questions with highest rates of help text access, by mode of administration: 2013

Question	Question description	Mode of administration					
		Overall		Web		Telephone	
		Number admin-istered to	Percent accessing help text	Number admin-istered to	Percent accessing help text	Number admin-istered to	Percent accessing help text
B14AASSOC	Type of associate's degree at NPSAS started in 2010–11 academic year	80	7.8	50	#	30	21.4
B14ACKHOUR	Clock hour requirement at NPSAS for certificate/diploma started in 2010–11	30	9.1	20	4.8	10	16.7
B14ACLKNUM	Instruction completed at NPSAS for certificate/diploma started in 2010–11	30	9.4	20	#	10	37.5
B14AFUTRWGES	Expected annual salary	1,350	14.7	1,150	12.9	200	25.2
B14DWRKSTD01	Employer 1: work-study job	910	7.6	780	5.1	130	22.1
B14ECARRYBAL	Credit card balance carried over each month	670	7.0	590	5.4	80	18.3

Rounds to zero.

NOTE: Table is based on the rates of help text access for interview screens administered to a minimum of 25 respondents and in which help text was accessed at an overall rate of at least 5 percent. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students (BPS:12/14) Field Test.

3.2.3 Item-Level Nonresponse

BPS staff used the rate of nonresponse to individual items to identify potentially troublesome interview items and better understand the experiences of sample members in completing the interview. Staff calculated total nonresponse rates for items with missing data (including *don't know* responses) that were administered to at least 10 respondents. Overall, the item-level nonresponse analysis showed that of 424 interview items, six items had more than 10 percent missing data.⁴ Table J-22 summarizes the item-level nonresponse for items administered to at least 10 respondents with a rate of more than 10 percent missing data.

⁴ Partial interview completions, missing data for interview nonrespondents, and items not available for public review (e.g., respondent contact information) were excluded from this analysis.

Table J-22. Item nonresponse for items with more than 10 percent of data missing, by mode of administration: 2013

Item	Item label	Overall		Web		Telephone	
		Number admin-istered to	Percent missing	Number admin-istered to	Percent missing	Number admin-istered to	Percent missing
B14ADECIDMAJ	Decided on major at NPSAS for same degree/certificate started in 2010–11	120	17.1	90	18.5	30	12.0
B14ANPDEC01	Other NPSAS attendance 1: decided on major	20	17.6	10	21.4	#	#
B14ANPSMR01	Other NPSAS attendance 1: took undergraduate classes to transfer credit	90	14.0	80	11.9	10	33.3
B14AOTDEC01	Other school attendance 1: decided on major	50	17.6	40	22.5	10	#
B14DEMPCUR01	Employer 1: currently working	20	12.5	20	13.6	#	#
B14AEXJBDY	Expected occupation: job duties	1,360	16.2	1,160	17.1	200	10.9

Rounds to zero.

NOTE: This table only includes those items that were administered to at least 10 respondents. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students (BPS:12/14) Field Test.

The interview items with the overall highest observed nonresponse rates were *Decided on major at NPSAS for same degree/certificate started in 2010–11* (B14ADECIDMAJ), *Other NPSAS attendance 1: decided on major* (B14ANPDEC01), and *Other school attendance 1: decided on major* (B14AOTDEC01). These three items appeared to respondents who had not declared a major for a given degree or certificate program and included comparable question wording to one another, suggesting that undeclared students may have difficulty determining whether they have decided on a major. The item-level nonresponse for these items was approximately 17 percent for B14ADECIDMAJ and 18 percent for both B14ANPDEC01 and B14AOTDEC01.

Of respondents who received the item *Expected occupation: job duties* (B14AEXJBDY), 16 percent did not provide job duties for their expected occupation; the hypothetical nature of the question may have contributed to the nonresponse rate for this item, which was on the same form as an item that collected the job title for the expected occupation.

Item-level nonresponse rates were also examined by mode of administration for the six interview items with more than 10 percent missing data. However, there were no significant differences in nonresponse rates between web and telephone modes for these items.

3.2.4 Student Reinterview Analysis

Reliability of self-reported responses to interview questions, a measure of how constant responses remain over time, was evaluated using a reinterview containing about 60 items selected from the main field test interview. Items were selected for the reinterview because they were assumed to be temporally stable, and most were newly designed or critical, or both.

A random sample of 370 respondents who had completed a full interview was selected and contacted for reinterview. The reinterview sample was contacted beginning 3 weeks after completion of the main interview and asked to complete a short reinterview. The reinterview was completed by 200 respondents (53 percent) and took an average of 5.2 minutes to complete (see section 3.4.2 for timing analysis of the reinterview).

Selected sample members were given the option to complete the reinterview either online or by telephone, whichever mode was more convenient for them. Of the 200 respondents who completed the reinterview, 50 (23 percent) completed online and 150 (77 percent) completed by telephone (table J-23). Most of the respondents who completed the initial interview by telephone also completed the reinterview by telephone (97 percent). However, among respondents who completed the initial interview online, slightly more than half (51 percent) switched modes and completed the reinterview by telephone.

Table J-23. Reinterview response rate, by interview and reinterview completion mode: 2013

Reinterview completion mode	Total		Interview completion mode			
			Web		Telephone	
	Number	Percent	Number	Percent	Number	Percent
Total	200	100.0	90	100.0	110	100.0
Web	50	22.7	40	48.8	#	2.7
Telephone	150	77.3	40	51.2	110	97.3

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Table J-24 shows reliability estimates for the items included in the reinterview, by interview section. The number of cases, percent agreement between the interview and reinterview, and relational statistic are shown for each item. The percent agreement for discrete items was based on the extent to which responses to the initial interview matched exactly to the reinterview responses. Responses were considered to be in agreement for continuous items if the initial interview responses were within one standard deviation of the reinterview responses. Not all questions applied to all respondents, and analyses were conducted only for responses on both the interview and the reinterview.

Table J-24. Reliability estimates for items included in the reinterview, by interview section: 2013

Section and item	Item label	Number of cases	Percent agreement	Relational statistic
Enrollment				
B14ASAMESCH	Attended NPSAS after 2010–11 academic year	190	89.1	0.76
B14ASAMEDEG	Enrollment at NPSAS for same degree type as in 2010–11 academic year	120	85.5	0.42
B14ANPOTHENR	Other NPSAS enrollment July 2010 – June 2013	200	86.4	0.30
B14AOTSCHENR	Enrollment at other school	200	92.4	0.82
B14AEXPEVR	Highest level of education expected ever	200	55.3	0.47
B14AEXOCC2	Expected occupation: general code	110	73.4	0.76
B14AEXOCCDK	Expected occupation: don't know	140	85.2	0.35
B14AOCCCOM	Likelihood of entering expected occupation	110	64.3	0.32 ¹
B14AINTENDJB	Currently hold expected occupation	110	99.1	†
Education Experiences				
B14BSPPSUPP	Spouse supportive of postsecondary education	10	100.0	†
B14BPARSUPP	Parents/guardians supportive of postsecondary education	140	79.6	0.52 ²
B14BFSSUPP	Friends from school supportive of postsecondary education	140	64.8	0.35 ²
B14BFHSUPP	Friends from home supportive of postsecondary education	140	61.3	0.47 ²
Financial Aid				
B14CNPRCVLN	Took out student loans in 2010–11 school year	30	89.7	0.47
B14CNPPRVLN	Took out private student loans in 2010–11 school year	10	90.0	†
B14CNPFEDLN	Took out federal student loans in 2010–11 school year	60	98.3	†
Employment				
B14DHVLIC	Held professional certification or industry license	30	81.8	0.65
B14DACTLKWRK	Not working and actively looking for work	20	75.0	0.50
B14DLKWKJL10	Not working and actively looking: July 2010	10	72.7	0.45
B14DLKWKAG10	Not working and actively looking: August 2010	10	72.7	0.45
B14DLKWKSP10	Not working and actively looking: September 2010	10	72.7	0.45
B14DLKWKOC10	Not working and actively looking: October 2010	10	81.8	0.61
B14DLKWKNV10	Not working and actively looking: November 2010	10	81.8	0.61
B14DLKWKDC10	Not working and actively looking: December 2010	10	81.8	0.61
B14DLKWKJA11	Not working and actively looking: January 2011	10	81.8	0.61
B14DLKWKFB11	Not working and actively looking: February 2011	10	81.8	0.61
B14DLKWKMR11	Not working and actively looking: March 2011	10	81.8	0.61
B14DLKWKAP11	Not working and actively looking: April 2011	10	81.8	0.61
B14DLKWKMY11	Not working and actively looking: May 2011	10	90.9	0.83
B14DLKWKJN11	Not working and actively looking: June 2011	10	90.9	0.83
B14DLKWKJL11	Not working and actively looking: July 2011	10	72.7	0.45
B14DLKWKAG11	Not working and actively looking: August 2011	10	81.8	0.67
B14DLKWKSP11	Not working and actively looking: September 2011	10	81.8	0.67
B14DLKWKOC11	Not working and actively looking: October 2011	10	81.8	0.67
B14DLKWKNV11	Not working and actively looking: November 2011	10	81.8	0.67
B14DLKWKDC11	Not working and actively looking: December 2011	10	81.8	0.67
B14DLKWKJA12	Not working and actively looking: January 2012	10	72.7	0.56
B14DLKWKFB12	Not working and actively looking: February 2012	10	72.7	0.56
B14DLKWKMR12	Not working and actively looking: March 2012	10	72.7	0.56
B14DLKWKAP12	Not working and actively looking: April 2012	10	63.6	0.26
B14DLKWKMY12	Not working and actively looking: May 2012	10	63.6	0.26
B14DLKWKJN12	Not working and actively looking: June 2012	10	72.7	0.45
B14DLKWKJL12	Not working and actively looking: July 2012	10	72.7	0.45
B14DLKWKAG12	Not working and actively looking: August 2012	10	81.8	0.61
B14DLKWKSP12	Not working and actively looking: September 2012	10	90.9	0.81
B14DLKWKOC12	Not working and actively looking: October 2012	10	63.6	0.26

See notes at end of table.

Table J-24. Reliability estimates for items included in the reinterview, by interview section: 2013—Continued

Section and item	Item label	Number of cases	Percent agreement	Relational statistic
Employment — Continued				
B14DLKWKNV12	Not working and actively looking: November 2012	10	72.7	0.39
B14DLKWKDC12	Not working and actively looking: December 2012	10	81.8	0.61
B14DLKWKJA13	Not working and actively looking: January 2013	10	90.9	0.83
B14DLKWKFB13	Not working and actively looking: February 2013	10	81.8	0.63
B14DLKWKMR13	Not working and actively looking: March 2013	10	81.8	0.63
B14DLKWKAP13	Not working and actively looking: April 2013	10	81.8	0.69
B14DLWKMY13	Not working and actively looking: May 2013	10	90.9	†
B14DLWKJN13	Not working and actively looking: June 2013	10	90.9	†
B14DPDINT	Internship since first starting college: paid internship	190	97.9	0.87
B14DUPINT	Internship since first starting college: unpaid internship	190	93.7	0.66
B14DWRKPAY	Alternative plans if had not attended school in 2012–13	100	96.0	0.69
B14DALTPAY	Salary amount if had not attended school in 2012–13	100	95.8	0.22 ¹
Income and Expenses				
B14ERECSUPP	Regularly supported friends or family with more than \$50 per month	200	91.4	0.63
Background				
B14FSPLV	Spouse's education level	10	69.2	0.87

† Not available. Statistics were not computed because the reinterview responses had fewer than two nonmissing levels.

¹ The Pearson product-moment correlation coefficient r was used.

² The relational statistic presented is Kendall's tau- b .

NOTE: The relational statistic presented is Cramer's V , unless otherwise footnoted. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

The relational statistics quantified the strength of association between the pairs of items being compared; for each statistic, 1.00 was indicative of a perfect correlation—an exact match between the item on the initial interview and the same item on the reinterview for all respondents. Cramer's V was used as the relational statistic for items with discrete, unordered response categories (e.g., yes/no). Kendall's tau- b (τ_b) estimated the relationship between items with ordered categories (e.g., strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree). Lastly, the Pearson product-moment correlation coefficient r was used for items yielding interval responses (e.g., salary if had not attended school).

Items from the Enrollment Section that were included in the reinterview generally had strong rates of agreement, with six of the nine demonstrating agreement rates of 85 percent or higher. One of the items with an especially high rate of agreement (99 percent) was *Currently hold expected occupation*, a checkbox on a question that asked respondents about the likelihood that they would enter their expected occupation. This checkbox allowed respondents to indicate whether they were already working in their intended occupation (e.g., a mechanic who still intended to be a mechanic after finishing his education). However, two other items related to expected outcomes,

Highest level of education expected ever and *Likelihood of entering expected occupation*, had notably low rates of agreement (55 percent and 64 percent, respectively) and low relational statistics (0.47 and 0.32, respectively). The low levels of agreement on these items may indicate that respondents' education and career expectations can fluctuate even in a short period of time.

All four items in the reinterview from the Education Experiences section pertained to the degree to which different groups of people encouraged respondents to stay in college. One item, *Spouse supportive of postsecondary education*, yielded the highest rate of agreement in the reinterview (100 percent), although it was administered to a small number of respondents. Two of these items, *Friends from school supportive of postsecondary education* and *Friends from home supportive of postsecondary education*, had relatively low rates of agreement (65 percent and 61 percent, respectively) and low relational statistics (0.35 and 0.47, respectively). Low consistency on these items might stem from respondents' uncertainty about which individuals to include in the categories "friends from home" and "friends from school" or it might indicate the possible temporal nature of support depending on a respondent's changing circumstances.

The three Financial Aid questions included in the reinterview all related to student loans. All three demonstrated rates of agreement of 90 percent or greater, suggesting that these items were reliably measured. The item *Took out federal student loans in 2010–11 school year* had particularly high reliability, with an agreement rate of 98 percent.

The reinterview also included questions regarding Employment. Four of these employment items showed agreement rates that were among the highest in the reinterview. Two related items that asked whether the respondent had held a particular type of internship, *Internship since first starting college: paid internship* and *Internship since first starting college: unpaid internship*, showed rates of agreement of 98 percent and 94 percent, respectively. The item *Alternative plans if had not attended school in 2012–13*, which asked respondents about the primary activity they would have pursued if they had not attended college in the 2012–13 school year (i.e., working or not working), had a high agreement rate (96 percent) and relational statistic (0.69). Although *Salary amount if had not attended school in 2012–13* also had an agreement rate of 96 percent, its relational statistic was just 0.22—a result that can occur when there is a small change between interview and reinterview responses but very little variation in the initial responses. Rates of agreement for the *Not working and actively looking for work* item and the *Not working and actively looking* individual month items varied from 64 percent to 91 percent, although it is worth noting that only a small number of respondents received these items.

The item from the Income and Expenses Section included in the reinterview, *Regularly supported friends or family with more than \$50 per month*, had a rate of agreement of 91 percent. This was a new item in the study and was included in the reinterview in order to evaluate the consistency of responses.

Finally, the reinterview included one item from the Background Section, *Spouse's education level*, which asked married respondents to provide their spouse's highest level of education completed so far. This item yielded an agreement rate of 69 percent. Some instances of disagreement may be related to respondents' possible lack of familiarity with some of the subbaccalaureate response options, which could be clarified in the full-scale instrument.

In summary, results of the reinterview analysis indicate the survey yields data of high quality, with consistently reliable results. The majority of items (40 out of 60) had a rate of agreement of 80 percent or higher, and 52 out of 60 had an agreement rate of 70 percent or higher. Of the eight items with rates of agreement below 70 percent, two asked about the respondent's expectations (for highest level of education ever and likelihood of entering expected occupation), two asked about friends' supportiveness of staying in college, three dealt with months when the respondent was not working but was actively looking for work, and one concerned a spouse's highest education level. When feasible, clarification in question wording, response options, or help text were considered for these items for the full-scale instrument.

3.2.5 Cognitive Testing

In addition to the metrics used in this section to analyze the performance of the survey instrument, cognitive testing was performed to provide insights on the cognitive processes of respondents similar to BPS respondents. Respondents provided feedback on their comprehension of questions, retrieval of relevant information, decision processes for answering questions, navigation through the instrument and interface with response options, and ability to align their responses to each question's response options. Two rounds of cognitive testing were conducted. Round 1 was completed using the BPS:12/14 field test instrument. Round 2 was conducted after the field test instrument was revised based on feedback from Round 1.

Recruitment for cognitive interviewing was targeted to reach, screen, and enroll enough respondents to complete 30 interviews over two rounds of interviewing. Respondents were recruited from three institution levels—4-year, 2-year, and less-than 2-year institutions—to reflect the types of students participating in the BPS full

scale study. Table J-25 shows the final status of the 30 interviews completed by approximately 190 participants.

Table J-25. Participant recruitment for cognitive testing, by recruitment status: 2013

Recruitment status	Number of respondents	Percent
Total	190	100.0
Screened but not eligible	110	56.1
Eligible but not scheduled ¹	40	22.2
Scheduled but not interviewed ("no-shows")	10	4.8
Scheduled but canceled before interview	#	1.1
Completed interview	30	15.9

Rounds to zero

¹ Individuals who did not return follow-up contact attempts or attended an institution that was already well represented.

Notes: Categories are mutually exclusive. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

In order to accurately replicate the interviewing experience of BPS sample members and to elicit feedback from students with different experiences and backgrounds, respondents were recruited from varying age ranges. Table J-26 shows the total number of completed interviews by age of the respondent.

Table J-26. Completed cognitive interviews, by respondent age range: 2013

Respondent age range	Number of respondents	Percent
Total	30	100.0
18–23	10	46.7
24–29	10	30.0
30 or older	10	23.3

Notes: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

In addition, two modes of administration—telephone and web— were tested in the cognitive interviews. The telephone mode was conducted as a face-to-face interview, during which an interviewer read each question aloud to the participant. For the web mode, the respondent used a laptop computer to complete the survey on their own, while the interviewer observed.

In both modes, the interviewer used pre-scripted cognitive probes to elicit information about items of interest during the interview process. Scripted probes were refined as needed throughout cognitive interviewing based on the responses. Spontaneous probes were also used at the interviewer's discretion when the respondent asked questions, seemed hesitant to provide a confident answer, or made comments regarding the items being tested.

Respondents provided informed consent before beginning the study, and were given \$40 after completing the interview. Interviews lasted 45 to 90 minutes. Table J-27 shows the total number of completed interviews by mode of administration and institution level.

Table J-27. Completed cognitive interviews, by mode of administration and institution level: 2013

Institution level	Mode of administration			
	Telephone		Web	
	Number	Percent	Number	Percent
Total	20	100.0	20	100.0
4-year	10	33.3	10	46.7
2-year	10	53.3	10	53.3
Less than 2-year	#	13.3	#	#

Rounds to zero.

Notes: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

In general, cognitive interview participants offered positive feedback on the survey. The most common responses were that the survey was “easy to understand” and that the questions were “straightforward.” Participants also identified specific areas for improvement. One particular trend noted was that respondents felt some of the questions were too similarly worded or seemed redundant. In response to these constructive criticisms, BPS staff developed several instrumentation goals for the full-scale survey, including minimizing reader/listener fatigue on various items and combating perceptions of repetitiveness. BPS staff used several strategies to address these and other concerns, including adding introductory screens to provide definitions and route respondents more efficiently through related questions, placing additional filter/gate forms to avoid incorrect paths, and providing instructions for clarity on gate questions. The resulting revisions to the survey from cognitive interview feedback were made to increase respondent comprehension and reduce respondent burden.

3.2.6 Field Test Experiments

BPS staff investigated and experimented with new methods to improve survey quality, such as testing the impact of survey length on participation and responsive design methods that attempt to reduce potential nonresponse bias in the estimates during data collection rather than through postcollection weighting adjustments. The experiment to test the impact of survey length was predicated on anecdotal reports from NPSAS:12 interviewers where sample members refused to participate when hearing the estimated time required. The responsive design methodologies were premised on the notion that nonresponse bias, not the response rate, is a better

indicator for survey quality. In fact, treatments (e.g., incentives) for increasing response rates may adversely impact nonresponse bias (Groves 2006). Therefore, responsive design methods are designed to selectively target cases that would most affect nonresponse bias.

Impact of survey length. In order to assess if the expected level of effort would affect a sample member's willingness to participate, NPSAS:12 nonrespondents were divided into two groups. Group 1 (690) was offered the full length 35 minute interview and Group 2 (670) was offered the modified 20 minute interview, which contained a subset of identical questions.

After completion of data collection, the response rate for the full length interview (Group 1) was 27 percent compared to 24 percent of those who received a modified 20 minute interview (Group 2). The results were not statistically significant ($\chi^2 = 1.27$; $p > .05$). Thus, the length of the survey made no difference in participation rate among NPSAS:12 nonrespondents.

Responsive design methodology and experimental design. The BPS:12/14 responsive design was built on work conducted in other NCES surveys, particularly B&B:08/12 and the Education Longitudinal Study of 2002 (ELS:2002), which both made use of the Mahalanobis distance function in their responsive designs. Mahalanobis distances are often employed to detect outliers (Stevens 1984), and provide the distance of one observation from the mean of other observations given a set of predictors. In the context of BPS:12/14, Mahalanobis distances were calculated to identify sample members who were most unlike current respondents and presumably most likely to contribute to bias if they did not participate. These distances were calculated at several time points (described below) and cases with larger distances were then targeted with additional monetary incentives to encourage response.

Given the heterogeneous nature of the BPS cohort, which has no common postsecondary experience and represents a large range of ages, it was plausible that the responsive design would result in considerably different Mahalanobis distance distributions and data collection outcomes than those observed for ELS:2002 and B&B:08/12. Therefore, the BPS:12/14 field test included an experiment to measure the effectiveness of the responsive design for this unique sample.

All NPSAS:12 base-year interview respondents, and all nonrespondents who were potential FTB students, were included in the BPS:12/14 field test data collection experiment. Data collection occurred in two main phases: an early response phase, during the first 3 weeks of data collection, followed by the main production

interviewing phase. The early response phase continued for 3 weeks, with all base-year nonrespondents receiving a \$30 check for a completed interview. Following the 3-week early response phase, all sample members who had not yet responded were made available to RTP's Call Center Services for outbound calling.

At the end of the first 2 weeks of the production phase, remaining nonrespondents were divided into control and experimental groups. Each group had an equal number of base-year respondents and nonrespondents.

- *Time 1 Mahalanobis Calculation.* At the end of the first 2 weeks of production interviewing, Mahalanobis distances were calculated across all sample members in the control and experimental groups. Cases were ordered by Mahalanobis values, and the 30 percent with the highest values were identified as Time 1 high-distance cases. Those sample members assigned to the control group were identified as either high-distance or normal-distance, but neither group received any additional treatments. For these groups, data collection continued as in the production interviewing phase, with sample members able to complete the interview online or by telephone. Those in the control group who completed the interview received a \$30 check.

In the experimental group, normal-distance cases were treated like the control group in that they were able to complete the interview online or by telephone, and they received a \$30 check for a completed interview. The high-distance cases were also able to complete the interview online or by telephone, and the frequency with which they were contacted was the same. However, high-distance experimental cases were offered a \$55 check to complete the interview, instead of \$30.

- *Time 2-4 Mahalanobis Calculations.* Mahalanobis values for all remaining interview nonrespondents were recalculated for three additional 3-week periods of outbound calling, for a total of four calculations covering 12 weeks of data collection. As in prior weeks, nonrespondents were assigned to either the high-distance control group (\$30) or the high-distance experimental group (\$55) based on their Mahalanobis score. Cases already offered the higher \$55 incentive at a previous time continued at that incentive level, but all others were offered \$30 for a completed interview whether in the high-distance or normal-distance control group.

Research questions. With the assumption that increasing the rate of response among high-distance cases would reduce nonresponse bias, the BPS:12/14 responsive design experiment explored the following research questions:

- Did response rates differ between high-distance treatment and high-distance control groups?
- Did estimates of key variables differ between high-distance treatment and high-distance control groups?
- Did treatment of high-distance cases reduce nonresponse bias?

Results. Analysis of the BPS:12/14 field test responsive design experiment focused on whether response rates differed between high-distance cases in the experimental and control groups, whether estimates of key variables differed between high-distance and low-distance cases, and whether treatment of high-distance cases reduced nonresponse bias. Statistical tests were employed to contrast the two differences in order to determine whether or not the treatment group had a statistically smaller difference than the control group.

- *Response rates.* Response rates for the experimental group were significantly higher than for the control group (29 percent and 22 percent, respectively), indicating that the \$25 increased incentive did have an impact on response rates.
- *Estimates of key variables.* BPS project staff compared estimates between treatment and control groups across 32 variables constructed from 9 key BPS items. Of the 32 variables, only two control/treatment comparisons were significantly different: whether the sample member's NPSAS school was a public less-than-2-year institution (0.4 vs. 0.8 percent for control and treatment groups, respectively) ($t = 4.40$, $df = 21$, $p < 0.01$), and whether the sample member's NPSAS school was a for-profit 2-year institution (12 vs. 23 percent for control and treatment groups, respectively) ($t = 2.26$, $df = 21$, $p < 0.05$).
- *Reduction of nonresponse bias.* In order to assess the degree to which the responsive design lowered nonresponse bias, BPS project staff constructed 86 variables from 24 key items. For each variable, the difference between estimates for respondents and nonrespondents was calculated separately for two groups, those sample members selected for treatment and those sample members not selected for treatment.
- Across all 86 variables, 2 were statistically significant. The treatment group had a statistically smaller difference ($t = 2.18$, $df = 80$, $p < 0.05$) between respondent and nonrespondent estimates (21 vs. 17 percent and 37 vs. 15 percent for the treatment and control groups, respectively) of the proportion of the BPS population enrolled in public 4-year doctorate granting institutions. The control group had a statistically smaller difference ($t = 1.99$, $df = 80$, $p < 0.05$) between respondent and nonrespondent estimates (69 vs. 61 percent and 71 vs. 50 percent for the control and treatment groups, respectively) of the

proportion of the BPS population that reported working less than 20 hours per week in the year of their corresponding NPSAS field-test interview.

Conclusions. Although the BPS:12/14 field test responsive design experiment was successful in increasing response rates for high-distance cases, it showed little evidence of an impact on survey estimates or bias.

3.3 Data Collection Quality Control

BPS:12/14 field test staff conducted a number of quality control procedures throughout the course of data collection. These procedures included frequent interview monitoring of telephone interviewers, quality circle feedback meetings, and interviewer debriefings at the conclusion of the study.

3.3.1 Debriefing

At the conclusion of data collection, project staff held several debriefing meetings with interviewers and call center supervisory staff to learn more about their experiences. Project staff also administered an anonymous survey to the interviewers. Comments and discussion from staff identified areas of success during training and data collection, and also identified areas of improvement for future studies. Interviewers provided feedback on several broad areas: training, contacting sample members and gaining cooperation, and administering the interview.

With regard to training, interviewers gave positive feedback on the online training modules on study basics that could be completed prior to in-person training sessions. BPS:12/14 field test staff were experienced in working on National Center for Education Statistics (NCES) studies and appreciated that the training content was adapted to their advanced skill level. They gave mostly positive feedback on the more in-depth exposure to mock interviews, especially with a redesigned Locating section in the interview. For future training sessions, interviewers suggested additional training on refusal aversion and more challenging mock interviews, depending on the skill level of future trainees.

Interviewers gave feedback on having immediate access to the base-year case history (e.g., records of calls and mailings sent). Having this information available helped determine an appropriate approach to the case, reduced the number of unnecessary telephone calls, and helped interviewers to avoid refusals. Interviewers suggested varying the text and allowing for flexibility in the front-end scripts, noting that personalizing introduction scripts helped retain the sample member's attention in the

first few minutes of a call. They also emphasized the importance of ready responses to frequently asked questions in gaining cooperation.

Interviewers reported that the resources provided in the interview, such as help text and conversion text, coupled with strategies like item refusal conversion and conversational interviewing, were helpful to administer the interview successfully. They also provided feedback on interview forms they found challenging for sample members to understand. Interviewers reported that recorded interviews used during monitoring feedback sessions and instructions provided in quality circle meetings were helpful in improving their interviewing techniques.

Project staff prepared and submitted a report that included a summary of the debriefing survey and meeting for consideration when planning future studies.

Section 4. Field Test Recommendations for BPS:12/14 Full-scale Study

The BPS:12/14 field test was conducted to test and evaluate study methods and results before implementing the full-scale study. The following recommendations are based on the field test experience.

4.1 Student Interview Data Collection Recommendations

The field test data collection experience is used to inform plans for the full-scale study. These plans include data collection procedures and instrumentation, which are detailed below.

4.1.1 Data Collection Procedures

Based on feedback from interviewing staff, the full-scale training protocol will be adjusted to include, depending on full-scale interviewing staff members' levels of experience, the following:

- additional practice on the computer-assisted telephone interviewing Case Management System (CATI-CMS);
- additional review of frequently asked questions to reach mastery in order to gain sample members' cooperation;
- expanded training on in-depth case review; and
- more detailed coverage of interviewer instructions.

The full-scale study will continue to use previously proven tracing and locating methods and include activity to update contact information on the panel approximately 4 months prior to the start of data collection.

Electronic communications have proved to be an effective way to contact sample members. For the full-scale study, sample members will continue to receive postcards, e-mails, and text messages to remind them that they have been selected for the study, to provide easy access to the web survey, and to encourage their participation. Communication content may be adapted according to sample member characteristics (e.g., field of study, degree pursued, and age).

4.1.2 Student Instrument

Based on analysis and cognitive testing described in section 3, the field test items that were removed or modified for the full-scale instrument are shown in table J-28 and table J-29. TABLE J-28 lists each item in the field test, along with the corresponding section name and item label, and provides a brief description of the extent and rationale for the change. TABLE J-29 shows item detail including question wording, response options, and details about respondents to whom the item was administered.

Table J-28. Summary list of field test items removed or modified in the full-scale instrument: 2013

Section in field test instrument	Item name in field test instrument	Label in field test instrument	Revision in full-scale instrument
Enrollment	B14AASSOC	Type of associate's degree at NPSAS started in 2010–11 academic year	Removed: Item difficult to administer and not considered analytically useful.
Enrollment	B14ACLKNUM and B14ACLKTYP	Instruction completed at NPSAS for certificate/diploma started in 2010–11: amount and hour/month	Removed: Item difficult to administer and not considered analytically useful.
Enrollment	B14ANPTYP01	Other NPSAS attendance 1: enrollment type	Removed: Gate question wording eliminates need for this question.
Enrollment	B14ANPASTP01	Other NPSAS attendance 1: type of associate's degree	Removed: Item difficult to administer and not considered analytically useful.
Enrollment	B14ANPCLK01 and B14ANPCKTP01	Other NPSAS attendance 1: instruction completed: amount and hour/month	Removed: Item difficult to administer and not considered analytically useful.
Enrollment	B14AOTASTP01	Other school attendance 1: type of associate's degree	Removed: Item difficult to administer and not considered analytically useful.
Enrollment	B14AOTCLK01 and B14AOTCKTP01	Other school attendance 1: instruction completed: amount and hour/month	Removed: Item difficult to administer and not considered analytically useful.
Enrollment	B14AENRPLN	Planned to attend degree/certificate program in 2013–14 academic year	Modified: To limit scope of anticipated persistence in postsecondary education from 1 year to 6 months in future.
Enrollment	B14ALSTCLSTP	Type of classes at most recent school	Removed: Item difficult to administer and not considered analytically useful.
Employment	B14DCURTIM01	Employer 1: current salary time frame	Modified: Response option "per week" was removed for efficiency.
Employment	B14DEARNTIM	Most recent employer: ending salary time frame	Modified: Response option "per week" was removed for efficiency.
Employment	B14DHVLIC	Had professional certification or state/industry license	Modified: To update references to professional licenses.
Employment	B14DOCCTIM	Duration of employment with most recent/similar job: time frame	Modified: Response options updated to ask only for number of years worked. Response options for days, weeks, and months removed.
Employment	B14DPDINT and B14DUPINT	Held paid or unpaid internship since first starting college	Removed: Item considered too premature for first follow-up survey.
Income and Expenses	B14EDAGE	Age of youngest dependent child	Removed: Not considered analytically useful.
Income and Expenses	B14EPRFAMAMT	Help from parents, family, or friends in 2012–13: amount	Removed: Not considered analytically useful as a combined question.
Income and Expenses	B14ECCUSE	Used credit cards to pay tuition and fees in 2012–13 school year	Removed: Not considered analytically useful in the first follow-up survey.
Income and Expenses	B14ECCREASON	Used credit cards to pay tuition/fees because only source available	Removed: Not considered analytically useful in the first follow-up survey.
Background	B14FSTATE	State of legal residence	Removed: Removed for efficiency given zip code data also collected.
Background	B14FCITZN	Citizenship status	Modified: Response option "No-other" added to full-scale to account for respondents who may no longer be in the country and are not citizens.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013

Section and item name	Description
Enrollment Section	
B14AASSOC (removed for full-scale)	<p><i>Type of associate's degree at NPSAS started in 2010–11 academic year</i></p> <p>What type of associate's degree were you working on when you last attended [NPSAS] in the 2010–11 academic year?</p> <p>1 = AA, Associate of Arts 2 = AS, Associate of Science 3 = AAS, Associate of Applied Science 4 = AGS, Associate of General Studies 5 = AGE, Associate of General Education 6 = Other Associate's degree (designed for transfer) 7 = Other technical/occupational Associate's degree 8 = Other Associate's degree not listed</p> <p><i>Administered to: Base-year nonrespondents whose highest degree at NPSAS during 2010–11 academic year was an associate's degree.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14ACLKNUM (removed for full-scale)	<p><i>Instruction comp at NPSAS for cert/dip started in 2010–11: amount</i></p> <p>[If TB4JULY = 1] How many months, or hours of instruction, have you already completed at [NPSAS] for the [TDEGREE] you began in the 2010–11 academic year? [else] How many months, or hours of instruction, did you complete at [NPSAS] before July 2013, for the [TDEGREE] you began there in the 2010–11 academic year?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14ACLKNUM) and then indicate the time frame for that instruction (B14ACLKTYP). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p><i>Administered to: Respondents whose NPSAS program started in 2010–11 academic year was an undergraduate certificate or diploma program but did not complete their NPSAS program started in 2010–11 academic year and base-year respondents not enrolled after the 2010–11 academic year.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14ACLKTYP (removed for full-scale)	<p><i>Instruction comp at NPSAS for cert/dip started in 2010–11: hour/month</i></p> <p>[If TB4JULY = 1] How many months, or hours of instruction, have you already completed at [NPSAS] for the [TDEGREE] you began in the 2010–11 academic year? [else] How many months, or hours of instruction, did you complete at [NPSAS] before July 2013, for the [TDEGREE] you began there in the 2010–11 academic year?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14ACLKNUM) and then indicate the time frame for that instruction (B14ACLKTYP). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p>1 = Month(s) 2 = Hour(s) of instruction</p> <p><i>Administered to: Respondents whose NPSAS program started in 2010–11 academic year was an undergraduate certificate or diploma program but did not complete their NPSAS program started in 2010–11 academic year and base-year respondents not enrolled after the 2010–11 academic year.</i></p> <p>Source: BPS:12/14 field test instrument</p>

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

Section and item name	Description
Enrollment Section— Continued	
B14ANPTY01 (removed for full-scale)	<p><i>Other NPSAS attendance 1: enrollment type</i></p> <p>Is this other enrollment to earn a degree or certificate at [Y_NPSCHL], or to take classes that are not part of a degree or certificate program?</p> <p>1 = Degree or certificate program 2 = Mostly undergraduate-level classes 3 = Mostly graduate-level classes</p> <p><i>Administered to: Respondents who had additional NPSAS enrollment (degree or non-degree).</i> Source: BPS:12/14 field test instrument</p>
B14ANPASTP01 (removed for full-scale)	<p><i>Other NPSAS attendance 1: type of associate's degree</i></p> <p>What type of associate's degree [(if TNPCURENR01 = 1) are {else} were] you working on at [NPSAS]?</p> <p>1 = AA, Associate of Arts 2 = AS, Associate of Science 3 = AAS, Associate of Applied Science 4 = AGS, Associate of General Studies 5 = AGE, Associate of General Education 6 = Other Associate's degree (designed for transfer) 7 = Other technical/occupational Associate's degree 8 = Other Associate's degree not listed</p> <p><i>Administered to: Respondents who had additional NPSAS enrollment for an associate's degree.</i> Source: BPS:12/14 field test instrument</p>
B14ANPCLK01 (removed for full-scale)	<p><i>Other NPSAS attendance 1: instruction completed: amount</i></p> <p>How many months, or hours of instruction, have you already completed at [NPSAS] for your [TNPDEGREE01]?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14ANPCLK01) and then indicate the time frame for that instruction (B14ANPCKTP01). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p><i>Administered to: Respondents who had not completed an additional NPSAS enrollment degree or certificate.</i> Source: BPS:12/14 field test instrument</p>
B14ANPCKTP01 (removed for full-scale)	<p><i>Other NPSAS attendance 1: instruction completed: hour/month</i></p> <p>How many months, or hours of instruction, have you already completed at [NPSAS] for your [TNPDEGREE01]?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14ANPCLK01) and then indicate the time frame for that instruction (B14ANPCKTP01). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p>1 = month(s) 2 = hour(s) of instruction</p> <p><i>Administered to: Respondents who had not completed an additional NPSAS enrollment degree or certificate.</i> Source: BPS:12/14 field test instrument</p>

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

Section and item name	Description
Enrollment Section— Continued	
B14AOTASTP01 (removed for full-scale)	<p><i>Other school attendance 1: type of associate's degree</i></p> <p>What type of associate's degree [(if TOTCURENR01 = 1) are {else} were] you working on at [Other School 1]?</p> <p>1 = AA, Associate of Arts 2 = AS, Associate of Science 3 = AAS, Associate of Applied Science 4 = AGS, Associate of General Studies 5 = AGE, Associate of General Education 6 = Other Associate's degree (designed for transfer) 7 = Other technical/occupational Associate's degree 8 = Other Associate's degree not listed</p> <p><i>Administered to: Respondents who had other school degree or certificate enrollment 1 as associate's degree.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14AOTCLK01 (removed for full-scale)	<p><i>Other school attendance 1: instruction completed: amount</i></p> <p>How many months, or hours of instruction, have you already completed at [Other School 1] for your [TOTDEGREE01]?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14AOTCLK01) and then indicate the time frame for that instruction (B14AOTCKTP01). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p><i>Administered to: Respondents who had not completed a degree or certificate for other school enrollment 1.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14AOTCKTP01 (removed for full-scale)	<p><i>Other school attendance 1: instruction completed: hour/month</i></p> <p>How many months, or hours of instruction, have you already completed at [Other School 1] for your [TOTDEGREE01]?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the amount of instruction they had completed (B14AOTCLK01) and then indicate the time frame for that instruction (B14AOTCKTP01). Therefore, this variable includes instruction amounts reported in hourly and monthly amounts. These data must be combined with the accompanying time frame data for this instruction in order to be analyzed.</p> <p>1 = month(s) 2 = hour(s) of instruction</p> <p><i>Administered to: Respondents who had not completed a degree or certificate for other school enrollment 1.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14AENRPLN	<p><i>Planned to attend degree/cert program in 2013–14 academic year</i></p> <p>Do you plan to attend any college, university, or trade school for a degree or certificate program in the 2013–14 academic year (July 1, 2013–June 30, 2014)? (Answer “Yes” whether you are continuing with a current degree or certificate program, or whether you are starting a new degree or certificate program.)</p> <p>0 = Did not plan to attend for a deg/cert in 2013–14 1 = Yes, planned to attend for a deg/cert in 2013–14</p> <p><i>Administered to: All respondents.</i></p> <p>Source: BPS:12/14 field test instrument</p>

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

Section and item name	Description
Enrollment Section— Continued	
B14ALSTCLSTP (removed for full-scale)	<p><i>Type of classes at most recent school</i> [If TCURENR = 1] What is the primary field or subject you have been studying in your classes? [else] What was the primary field or subject you were studying in your classes at your most recent school [(if TB4JULY = 0) when you last attended there before July 2013]? 1 = Business/marketing 2 = Healthcare 3 = Education/teaching 4 = Engineering and engineering technology 5 = Computer and information sciences 6 = Social sciences 7 = Natural sciences and mathematics 8 = Arts and humanities 9 = Communications 11 = University transfer 12 = General education 14 = Other</p> <p><i>Administered to: Respondents enrolled in undergraduate classes only (no degree program) in 2011–12 academic year or 2012–13 academic year.</i> Source: BPS:12/14 field test instrument</p>
Employment Section B14DCURTIM01	<p><i>Employer 1: current salary time frame</i> How much do you currently make working [(if B14DEMPSLF01 = 1) for yourself {else if B14DEMPNAM01 = -9} for this employer {else} at [B14DEMPNAM01]]? Include any bonuses, tips, or commissions in your total earnings amount.</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide their current salary (B14DCURAMT01) and then indicate the time frame for that salary amount (B14DCURTIM01). These variables must be combined in order to analyze these data accurately. 1 = Per hour 2 = Per week 3 = Per month 4 = Per year</p> <p><i>Administered to: Respondents who were completers or leavers and currently employed at Employer 1.</i> Source: BPS:12/14 field test instrument</p>
B14DEARNTIM	<p><i>Most recent employer: ending salary time frame</i> How much did you make when you last worked [(if TREFEMPBLK = 1) for this employer {else if TREFEMPSE = 1 or B14DREFPKLST = 1} for yourself {else} at [B14DEMPNAM* in corresponding REFEMP_INT]] [(if TB4JULY = 0) before July 2013]? Include any bonuses, tips, or commissions in your total earnings amount.</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide their ending salary (B14DEARNAMT) for their most recent employer and then indicate the time frame for that salary amount (B14DEARNTIM). These variables must be combined in order to analyze these data accurately. 1 = Per hour 2 = Per week 3 = Per month</p> <p><i>Administered to: Respondents who were completers or leavers, worked for pay at any time between July 2010 and June 2013, and were not currently employed at most recent employer.</i> Source: BPS:12/14 field test instrument</p>

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

Section and item name	Description
Employment Section— Continued B14DHLIC	<p><i>Had professional certification or state/industry license</i></p> <p>Next, {{if COMPMODE = 1} I'd {else} we'd} like to ask about any professional certifications or licenses. A professional certification or license shows you are qualified to perform a specific job and includes things like Licensed Realtor, Certified Medical Assistant, Certified Construction Manager, a Project Management Professional or PMP certification, or an IT certification. Do you have a professional certification or a state or industry license?</p> <p>0 = Did not have certification or license 1 = Yes, had certification or license</p> <p><i>Administered to: Respondents who were completers or leavers and worked for pay at any time between July 2010 and June 2013.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14DOCCTIM	<p><i>Duration of employment with most recent/similar job: time frame</i></p> <p>[If TCURREFEMP = 1] {{if B14DHLIC ne 1} Now {{if COMPMODE = 1} I {else} we} have some questions that focus on your job {{if B14DJBTL ne -9} as a(n) [B14DJBTL]}}.</p> <p>How long have you worked {{if B14DJBTL ne -9} as a(n)[B14DJBTL] {else} in your current job} or in any similar jobs, even if they were not {{if TREFEMPBLK = 1} with this employer {else if TREFEMPSE = 1 or B14DREFPKLST = 1} working for yourself {else} with [B14DEMPNAM* in corresponding REFEMP_INT]]?</p> <p>[else] {{if B14DHLIC ne 1} Now {{if COMPMODE = 1} I {else} we} have some questions that focus on your job {{if B14DJBTL ne -9} as a(n) [B14DJBTL]}}.</p> <p>{{if TB4JULY = 0} Before July 2013, how {else} How} long did you work {{if B14DJBTL ne -9} as a(n)[B14DJBTL] {else} in your most recent job} or in any similar jobs, even if they were not {{if TREFEMPBLK = 1} with this employer {else if TREFEMPSE = 1 or B14DREFPKLST = 1} working for yourself {else} with [B14DEMPNAM* in corresponding REFEMP_INT]]?</p> <p>NOTE: This question was asked in two parts: respondents were asked to provide the length of time they had worked in any jobs similar to their most recent employer (B14DOCCNUM) and then indicate the time frame for that length of time (B14DOCCTIM). These variables must be combined in order to analyze these data accurately.</p> <p>1 = Day(s) 2 = Week(s) 3 = Month(s) 4 = Year(s)</p> <p><i>Administered to: Respondents who were completers or leavers and worked for pay at any time between July 2010 and June 2013.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14DPDINT (removed for full-scale)	<p><i>Held paid internship since first starting college</i></p> <p>Since first starting your college education, have you ever held... A paid internship?</p> <p>0 = Did not hold paid internship 1 = Yes, held paid internship</p> <p><i>Administered to: All respondents.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14DUPINT (removed for full-scale)	<p><i>Held unpaid internship since first starting college</i></p> <p>Since first starting your college education, have you ever held... An unpaid internship?</p> <p>0 = Did not hold unpaid internship 1 = Yes, held unpaid internship</p> <p><i>Administered to: All respondents.</i></p> <p>Source: BPS:12/14 field test instrument</p>

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

Section and item name	Description
Income and Expenses Section	
B14EDAGE (removed for full-scale)	<p><i>Age of youngest dependent child</i></p> <p>How old is your [(if B14EDEP2 = 1) child? {else} youngest dependent child?]</p> <p>0 = Less than 1 year old 11 = 11 1 = 1 12 = 12 2 = 2 13 = 13 3 = 3 14 = 14 4 = 4 15 = 15 5 = 5 16 = 16 6 = 6 17 = 17 7 = 7 18 = 18 8 = 8 21 = 21 9 = 9 24 = 24 10 = 10</p> <p><i>Administered to: Respondents who financially supported children and did not participate in the modified interview.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14EPRFAMAMT (removed for full-scale)	<p><i>Help from parents, family, or friends in 2012–13: amount</i></p> <p>In the 2012–2013 school year only, about how much [(if B14EPARHELP = 1 and B14EFAMHELP = 1) combined] [(if TB4JULY = 1) will {else} did] your [(if B14EPARHELP = 1 and B14EFAMHELP = 1) parents and family or friends {else if B14EPARHELP = 1} parents {else} family or friends] [(if TB4JULY = 1) have helped {else} help] you pay for any of your education and living expenses while you [(if TB4JULY = 1) are {else} were] enrolled in school? [(If TB4JULY = 1) Is {else} Was] it...</p> <p>1 = Less than \$250 6 = \$2,001 - \$5,000 2 = \$250 - \$500 7 = \$5,001 - \$10,000 3 = \$501 - \$1,000 8 = \$10,001 - \$15,000 4 = \$1,001 - \$1,500 9 = More than \$15,000 5 = \$1,501 - \$2,000</p> <p><i>Administered to: Respondents who were enrolled during 2012–13 academic year, received help from parents or other family (excluding spouse) or friends in 2012–13 academic year, and did not participate in the modified interview.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14ECCUSE (removed for full-scale)	<p><i>Used credit cards to pay tuition and fees in 2012–13 school year</i></p> <p>[(If TB4JULY = 1) Have you used {else} Did you use] your credit [(if B14ENUMCRD = 1) card {else} cards] to pay for any of your tuition and fees in the 2012–13 school year (July 1, 2012–June 30, 2013)?</p> <p>0 = Did not use credit cards to pay tuition and fees 1 = Yes, used credit cards to pay tuition and fees</p> <p><i>Administered to: Respondents who were enrolled in 2012–13 academic year, had at least one credit card, and did not participate in the modified interview.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14ECCREASON (removed for full-scale)	<p><i>Used credit cards to pay tuition/fees because only source available</i></p> <p>Did you charge your tuition and fees using your credit [(if B14ENUMCRD = 1) card {else} cards] because that was the only way you could afford to pay for those expenses?</p> <p>0 = Credit card not only source to pay tuition/fees 1 = Yes, credit card only source to pay tuition/fees</p> <p><i>Administered to: Respondents who were enrolled in 2012–13 academic year, used credit cards to pay for tuition and fees in 2012–13 academic year, and did not participate in the modified interview.</i></p> <p>Source: BPS:12/14 field test instrument</p>

See notes at end of table.

Table J-29. Detail of field test items removed or modified in the full-scale instrument, by section and item name: 2013—Continued

Section and item name	Description
Background Section	
B14FSTATE (removed for full-scale)	<p><i>State of legal residence</i></p> <p>[If TPSCURENR = 1] Of which state are you a legal resident?</p> <p>[else] Of which state were you a legal resident when you were last enrolled at [TPRMSCHJ]? -1 = Don't know 27 = Montana 01 = Alabama 28 = Nebraska 02 = Alaska 29 = Nevada 03 = Arizona 30 = New Hampshire 04 = Arkansas 31 = New Jersey 05 = California 32 = New Mexico 06 = Colorado 33 = New York 07 = Connecticut 34 = North Carolina 08 = Delaware 35 = North Dakota 10 = Florida 36 = Ohio 11 = Georgia 37 = Oklahoma 12 = Hawaii 38 = Oregon 13 = Idaho 39 = Pennsylvania 14 = Illinois 40 = Rhode Island 15 = Indiana 41 = South Carolina 16 = Iowa 42 = South Dakota 17 = Kansas 43 = Tennessee 18 = Kentucky 44 = Texas 19 = Louisiana 45 = Utah 20 = Maine 46 = Vermont 21 = Maryland 47 = Virginia 22 = Massachusetts 48 = Washington 23 = Michigan 50 = Wisconsin 24 = Minnesota 51 = Wyoming 26 = Missouri 63 = Foreign country</p> <p><i>Administered to: Respondents who had a primary school and did not participate in the modified interview.</i></p> <p>Source: BPS:12/14 field test instrument</p>
B14FCITZN	<p><i>Citizenship status</i></p> <p>Are you a U.S. citizen? 1 = Yes, U.S. citizen 2 = No, resident alien or other non-citizen 3 = No, student or visitor visa (F1/F2/J1/J2)</p> <p><i>Administered to: Base-year nonrespondents whose citizenship status is unknown and did not participate in the modified interview. Recode note: If Y_CITZN = 1 then B14FCITZN = 1; If B14FUSBORN = 1 then B14FCITZN = 1; If Y_USBORN = 1 then B14FCITZN = 1.</i></p> <p>Source: BPS:12/14 field test instrument, NPSAS:12 field test instrument</p>

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Field Test.