

# 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection

Research Data File Documentation

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## Executive Summary

Conducted by the U.S. Department of Education's National Center for Education Statistics (NCES), the 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) is a longitudinal study of students who first began their postsecondary education in the 2011–12 academic year. The BPS:12 cohort of students were sampled from the 2011–12 National Postsecondary Student Aid Study (NPSAS:12) sampling frame. They were surveyed during the base year, then again in 2014 (in the 2012/14 Beginning Postsecondary Students Longitudinal Study [BPS:12/14]) and 2017 (in the 2012/17 Beginning Postsecondary Students Longitudinal Study [BPS:12/17]). In 2017, postsecondary institutions were contacted and asked to provide student records for BPS:12 sample members who attended between the 2011–12 and 2016–17 academic years.

The student records collection was designed to obtain detailed, reliable institution data on many aspects of student postsecondary experiences, such as borrowing, enrollment, and academic majors and degrees. It was also designed to supplement data obtained from a variety of sources (e.g., student surveys, National Student Clearinghouse [NSC], Veterans Benefits Administration, transcripts) in other BPS:12 data collections. However, the low institution participation rates resulted in high levels of missingness, and

Missing data present various problems. First, the absence of data reduces statistical power, which refers to the probability that the test will reject the null hypothesis when it is false. Second, the lost data can cause bias in the estimation of parameters. Third, it can reduce the representativeness of the samples. Fourth, it may complicate the analysis of the study. Each of these distortions may threaten the validity of the trials and can lead to invalid conclusions (Kang 2013, p. 402).<sup>1</sup>

Therefore, population estimates are not advised. These data should be used for the purposes of exploration related to institution response and imputation methodologies only. This report describes the design, methods, and outcomes of the

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<sup>1</sup> Kang, H. (2013). The Prevention and Handling of the Missing Data. *Korean Journal of Anesthesiology*, 64(5): 402–406. <https://doi.org/10.4097/kjae.2013.64.5.402>.

BPS:12 student records collection and provides guidance for users of the student records collection research data file from BPS:12.<sup>2</sup>

## Data Collection Methods, Processes, and Outcomes

Data from NPSAS:12, the BPS:12/14 student survey, the BPS:12/17 student survey, the National Student Loan Data System, and the NSC were used to identify 4,070 eligible institutions attended by the 35,540 eligible sample members from BPS:12/17. Because each student attended an average of approximately 2 schools, the number of student records requests was greater than the number of sampled students. A total of 69,270 student records requests were made to eligible institutions. Collection of student records data began in March 2017 and ended in March 2018.

The Postsecondary Data Portal (PDP) website served as the primary data collection tool for the BPS:12 student records collection. The PDP website provided a secure means for institutions to submit data and gave users general information about NCES sample studies, answers to frequently asked questions, and confidentiality assurances. From the secure portion of the PDP website, authorized personnel from institutions could access the list of their sampled students, view detailed instructions for entering or uploading data, and enter or upload data.

The BPS:12 student records instrument collected student-level data from sample members' postsecondary education institutions for up to 6 academic years, 2011–12 through 2016–17. The instrument contained five sections: (1) Institution Information (e.g., enrollment terms of institutions for each academic year); (2) General Student Information (e.g., demographics, contact information, and other characteristics of students); (3) Enrollment (e.g., degree program, major[s], class level, and enrollment intensity of students for each academic year at the institution); (4) Budget (e.g., costs of attending the institution each academic year); and (5) Financial Aid (e.g., student financial aid awarded each academic year, including federal, state, institution, graduate, private, other government, and other awards).

Of the 4,070 eligible institutions with sampled students, 2,530 institutions (62 percent) responded to the request for student records, either with student records data or by indicating that at least one student never attended that institution. Of these, 2,430 provided student records data. Thirty-eight percent of institutions

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<sup>2</sup> In 2018, NCES also conducted a Postsecondary Education Transcript Study (PETS) designed to collect transcripts from all postsecondary institutions attended by students in the BPS:12 cohort. See Bryan et al. forthcoming for the PETS Data File Documentation.

that provided data used web mode, most opted for Excel mode (48 percent), and 14 percent uploaded comma-separated values files.

Data requests were originally made for 35,540 eligible sample members. However, during institution contacting, review of BPS:12/17 survey data (which were collected simultaneously) identified approximately 300 ineligible students. Transcripts or student records data identified about 240 additional students who were enrolled too early to be eligible for the BPS study, for a total of about 540 ineligible students overall. After removing these ineligible cases, the data collection included, with rounding, approximately 35,010 sample members, the denominator used for calculating response rates. At the student level, student records data were received from at least one institution for 24,380 sample members (70 percent). However, student records data were received from each institution attended for only 12,540 sample members (36 percent).

## Data File Preparation and Processing

Data for the BPS:12 student records collection were compiled from records furnished by postsecondary institutions. Complete data for this collection are contained in restricted-use files and documented in detail in the associated codebooks. The restricted-use research files are available to researchers who have applied for and received authorization from NCES to access the files. Researchers may obtain authorization by contacting the Institute of Education Sciences Data Security Office.<sup>3</sup> Due to the exploratory nature of the BPS:12 student records data release, analysis variables are not publicly available on DataLab.

The primary analysis file (or derived file) for the BPS:12 student records collection contains data for 11,150 students (the set of student records respondents for whom derived variables were created and imputed) and includes about 300 variables. Along with data collected from student records, derived federal aid data from BPS:12/17 and enrollment data from BPS PETS (available on the BPS PETS restricted-use files and on DataLab) were used to create derived variables. These 11,150 respondents began postsecondary education at an institution other than a private for-profit institution and had the required nonmissing key variables in at least 1 year from all sampled institutions. The analysis file also includes a student as a respondent if the NPSAS institution submitted the student records instrument, even if the student does not have the complete set of key data.

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<sup>3</sup> More information on obtaining restricted-use data files is available at <https://nces.ed.gov/statprog/rudman/>.

The BPS student records source files include eight separate files containing student records information. These files can be merged together using the steps outlined in the *readme* file that accompanies the restricted-use research data files.

## Statistical Imputations

The purpose of the BPS:12 student records collection was to collect data on students' aid packages across all institutions attended in all 6 study years. Given the purpose of the BPS:12 student records collection, state aid, institution aid, and private loan award amounts were selected as the key variables required for a sample member to be considered a *study respondent*. (Study respondents are a set of sample members who responded to the data collection and were determined to have responses for key variables, which vary according to the study's goals.) Because the student record instrument collected data at the student-institution level by year, the definition of a study respondent was based on sufficient data coverage for the student over all attended institutions and all years enrolled, with the definition of "sufficient" data greatly impacting whether imputation models were viable.

To ensure viable imputation models and to minimize potential nonresponse bias, this definition required a balance between coverage rates (the proportion of the eligible sample considered study respondents) and imputation rates (the proportion of missing data). After defining a set of study respondents, it was necessary to test the imputation models. If the models were not viable, adjustments to the study respondent definition were necessary.

Three study respondent definitions were tested. The selected definition defined the key variables to be *indicators* of at least one state aid award, at least one institution aid award, and at least one private award. That is, rather than requiring as a response the exact amount a student received for state aid, institution aid, and private loan awards, the definition required only an indicator of whether a student received an award. Specifically, the study respondent definition required sample members to be BPS:12 student records respondents and also to be BPS:12/17 panel respondents who began postsecondary education at an institution other than a private for-profit institution and who had nonmissing data (defined as a positive value, a zero value, or an indication the student did not attend that institution in a given year) for key variables in at least one year from all sampled institutions. It also included a sample member as a study respondent if the NPSAS institution submitted the student records instrument, even if the student did not have the complete set of previously listed key data.

The imputation model for the BPS:12 student records collection used donor cases<sup>4</sup> from both the 2015–16 National Postsecondary Student Aid Study and the 2017–18 National Postsecondary Student Aid Study, Administrative Collection. When pooled with BPS:12 student records respondents, the additional cases from the two NPSAS studies dramatically increased the number of possible donors available and reduced the proportion of cases that were imputed. Due to low response rates across the variables, population estimates are not advised, and these data should be used for the purposes of exploration related to institution response and imputation methodologies.

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<sup>4</sup> As defined by Andridge and Little (2010), a donor is a respondent “that is similar to the non-respondent with respect to characteristics observed by both cases” (p. 1).

# Contents

	PAGE
Executive Summary .....	iii
List of Tables .....	ix
Chapter 1. Introduction.....	1
1.1 Overview of Research Data File Documentation.....	1
1.2 Purpose, Background, and Design of the Beginning Postsecondary Students Longitudinal Study (BPS).....	2
Chapter 2. Data Collection Methods, Processes, and Outcomes .....	4
2.1 Identification of Students for BPS:12 Student Records Collection .....	4
2.2 Identification of Institutions for BPS:12 Student Records Collection .....	5
2.3 Data Collection Systems, Processes, and QC.....	6
2.3.1 Postsecondary Data Portal Website.....	6
2.3.2 Institution Contacting System and Institution-Contacting Staff.....	6
2.3.3 Institution Contacting and Recruitment .....	6
2.3.4 Student Records Instrument.....	8
2.3.5 Student Records QC Procedures .....	9
2.4 Data Collection Outcomes.....	10
2.4.1 Institution-Level Data Collection Outcomes.....	10
2.4.2 Student-Level Data Collection Outcomes.....	11
Chapter 3. Data File Preparation and Processing.....	13
3.1 Overview of the BPS:12 Student Records Collection Research Data Files...	13
3.2 Data Processing .....	14
3.2.1 Data Editing.....	14
3.2.2 Data Perturbation.....	17
3.2.3 Derived Variable Construction .....	18
Chapter 4. Statistical Imputations.....	19
4.1 Identifying Study Respondents.....	19
4.2 Imputation Process and Model .....	23
4.3 Imputation Quality Checks and Findings .....	27
References.....	28
Appendixes	
A. Acronyms and Abbreviations.....	A-1
B. Training Agendas for Institution Data Collection.....	B-1
C. Notification Materials for Institution Data Collection .....	C-1
D. Student Records Instrument Specifications.....	D-1
E. Analysis Variables.....	E-1
F. Unweighted Item Response Rates.....	F-1

# List of Tables

TABLE	PAGE
1. Eligible institution participation and student records data collection modes, by control and level of institution: 2017–18.....	11
2. Student-level student records data collection results: 2017–18.....	12
3. BPS:12 student records collection restricted-use research file, description, and file path: 2017–2019 .....	14
4. Description of missing data codes: 2017–19.....	16
5. Study respondent definitions, by attempt.....	21
6. Number of BPS:12 student records collection, NPSAS:16, and NPSAS:18-AC cases from the imputation process, by year in postsecondary education: 2011–12, 2015–16, 2017–18 .....	25

# Chapter 1. Introduction

## 1.1 Overview of Research Data File Documentation

The 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) is a longitudinal study of students who first began their postsecondary education in the 2011–12 academic year. The student records collection was designed to collect data covering the first six years of postsecondary education from all institutions attended by the BPS:12 cohort. These data are focused on financial aid receipt, but also include demographic information, enrollment, budget, major field of study, and degrees earned. Obtaining this vast volume of data was challenging and had a negative impact on response rates. Due to high levels of missing data and potential bias in estimates, the student records data have been released as a research dataset only. That is, these data should be used for the purposes of exploration related to institution response and imputation methodologies and not for population estimates.

The BPS:12 cohort of students were sampled from the 2011–12 National Postsecondary Student Aid Study (NPSAS:12) sampling frame. They were surveyed during the base year, then again in 2014 (in the 2012/14 Beginning Postsecondary Students Longitudinal Study [BPS:12/14]) and 2017 (in the 2012/17 Beginning Postsecondary Students Study [BPS:12/17]). In 2017, postsecondary institutions were contacted and asked to provide student records for BPS:12 sample members who attended between the 2011–12 and 2016–17 academic years. This report describes the design, methods, and outcomes of the BPS:12 student records collection and provides guidance for users of the research data files from the BPS:12 student records collection.

This documentation is divided into four chapters. Chapter 1 provides an overview of BPS:12 and its design. Chapter 2 discusses the identification of students and institutions for the BPS:12 student records collection, followed by data collection methods, processes, and outcomes. Chapter 3 discusses the data processing and postcollection activities. Chapter 4 describes imputation and item response rates. Appendix A provides a list of acronyms and abbreviations used throughout the report. Appendixes B and C contain training agendas and notification materials for institution data collection. Student records instrument specifications are shown in appendix D. Appendix E lists analysis variables, and appendix F provides unweighted item response rates.

## 1.2 Purpose, Background, and Design of the Beginning Postsecondary Students Longitudinal Study (BPS)

BPS, conducted periodically by the U.S. Department of Education's National Center for Education Statistics (NCES), focuses on first-time beginning (FTB) undergraduate students and their progression through postsecondary education and into the workforce. By collecting data on topics such as student persistence, degree/credential attainment, employment, financial aid, education and career expectations, and outcomes after leaving school, BPS can provide researchers and policymakers with insight into topics of interest such as the factors that influence students' decisions to transfer or leave school and the relationships between students' course or major choices and employment outcomes.

The BPS:12 student records collection described in this report was designed to obtain detailed, reliable data on many aspects of student postsecondary experiences, such as borrowing, enrollment, and academic majors and degrees. The student records collection was designed to supplement data obtained from a variety of sources (e.g., student surveys, National Student Clearinghouse [NSC], Veterans Benefits Administration, transcripts) in other BPS:12 data collections. In 2018, NCES also conducted a Postsecondary Education Transcript Study (PETS), designed to collect transcripts from all postsecondary institutions attended by students in the BPS:12 cohort (Bryan et al. forthcoming).

The BPS:12 cohort of FTB students were sampled from the 2011–12 National Postsecondary Student Aid Study (NPSAS:12) sampling frame. NPSAS:12, a cross-sectional study focused on student financial aid, served as the initial data collection for BPS:12. NPSAS:12 included a student survey and collected student financial aid records from postsecondary institutions. Additional data were obtained from other administrative sources such as the Department of Education's National Student Loan Data System (NSLDS) and the Free Application for Federal Student Aid Central Processing System. For more detailed information on NPSAS:12, including aspects related to establishment of the BPS:12 cohort, refer to the *2011–12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation* (Wine, Bryan, and Siegel 2014).

After the base-year NPSAS:12 collection, the BPS:12 cohort students were surveyed two more times, 3 and 6 years after beginning their postsecondary education, during 2014 and 2017, respectively. For additional information on these studies, consult the *2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Data File Documentation* (Hill et al. 2016) and the *2012/17 Beginning Postsecondary Students*

*Longitudinal Study (BPS:12/17) Data File Documentation* (Bryan, Cooney, and Elliott 2019).

In 2017, postsecondary institutions were contacted and asked to provide student records for BPS:12 sample members who attended between the 2011–12 and 2016–17 academic years. This student records collection was unique for a BPS cohort. For prior BPS cohorts, student records were only collected for the first academic year, as part of the base-year NPSAS collection. The 2017 student records collection for BPS:12 was conducted in conjunction with a similar student records collection for the High School Longitudinal Study of 2009 (HSLs:09). Because of the substantial overlap of postsecondary institutions that would be asked to provide data for both studies, student records for BPS:12 and HSLs:09 were collected simultaneously.

## Chapter 2. Data Collection Methods, Processes, and Outcomes

This chapter documents the methods and processes used for the BPS:12 student records collection, first explaining how students and institutions were identified then describing the systems used for the collection. The quality control (QC) procedures and the outcomes of data collection activities are also discussed.

### 2.1 Identification of Students for BPS:12 Student Records Collection

The student universe for BPS:12 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 sampling methods for the BPS:12 cohort, including the sampling design used for the base-year data collection (NPSAS:12), are detailed in the *2012/17 Beginning Postsecondary Students Longitudinal Study (BPS:12/17) Data File Documentation* (Bryan, Cooney, and Elliott 2019). That sampling design began with the selection of postsecondary institutions, followed by selection of students from those institutions. The definition of a base-year study member and the identification of FTB students were important aspects of this sampling design. The BPS:12/17 data file documentation also describes the sampling methods used in the BPS:12/14 and BPS:12/17 follow-up collections.

In summary, the BPS:12 cohort, which also served as the BPS:12/14 sample, was created from the set of confirmed and potential FTB students identified in NPSAS:12. BPS:12/17 was the second follow-up data collection, conducted 3 years after BPS:12/14. The main change from the BPS:12/14 sample to the BPS:12/17 sample was the exclusion of BPS:12/14 sample members who were determined to be non-FTB students for the 2011–12 academic year and were therefore ineligible for BPS:12/17. Deceased individuals were also excluded from the BPS:12/17 sample. Although BPS:12/17 sample members who did not respond to the BPS:12/14 survey and lacked sufficient information to be classified as NPSAS:12 study members were eligible for BPS:12/17, these 1,780 sample members were not fielded (i.e., pursued and asked to complete the student survey) in BPS:12/17.

Because the BPS:12 student records collection began before eligibility was determined from the BPS:12/17 student survey, the sample began with all 35,540 eligible sample members from BPS:12/17. This included the 1,780 sample members not fielded for BPS:12/17. Student records were sought for all 35,540 students. However, once the BPS:12/17 data were available for review, 300 students were identified as ineligible for the BPS study. After these students were removed, the sample for the BPS:12 student records collection included 35,240 students. Transcripts or student records data later identified about 240 additional students who were enrolled too early to be eligible for the BPS study, for a total of about 540 ineligible students overall and a final eligible sample, with rounding, of approximately 35,010.

## 2.2 Identification of Institutions for BPS:12 Student Records Collection

Data from a variety of sources were used to identify institutions attended by sample members for the BPS:12 student records collection. These sources included NPSAS:12, the BPS:12/14 student survey, the BPS:12/17 student survey, the NSLDS, and the National Student Clearinghouse (NSC). To prepare for student records data collection by identifying institutions attended by sample members, in January 2017, project staff performed data matches to NSLDS loan and Pell Grant records as well as NSC enrollment data.

Student/school pairs identified from all sources were merged to create a single dataset of all institutions that sample members may have attended. The fielded institution sample included 4,360 distinct Integrated Postsecondary Education Data System (IPEDS) institutions. Of the 4,360 institutions, 290 (7 percent) were deemed ineligible because they had closed or because they were not postsecondary institutions, resulting in 4,070 eligible institutions.

## 2.3 Data Collection Systems, Processes, and QC

### 2.3.1 *Postsecondary Data Portal Website*

The Postsecondary Data Portal (PDP) website served as the primary data collection tool for the BPS:12 student records collection. The PDP website provided a secure means for institutions to submit data and gave users general information about NCES sample studies, answers to frequently asked questions, and confidentiality assurances. The website also included contact information for the data collection help desk, project staff, and NCES project officers, as well as a link to the main NCES website. From the secure portion of the PDP website, authorized personnel from institutions could access the list of their sampled students, view detailed instructions for entering or uploading data, and enter or upload data. Various systems and functionality were incorporated into the website application to ensure strict adherence to NCES confidentiality guidelines, including the following:

- a Secure Sockets Layer Certificate, allowing only encrypted data to be transmitted over the Internet;
- password protection of all data-entry modules;
- automated user log-out after 20 minutes of inactivity; and
- processes that immediately moved uploaded files to a secure project folder accessible only to a subset of project staff.

### 2.3.2 *Institution Contacting System and Institution-Contacting Staff*

A web-based control system—the Institution Contacting System (ICS)—supported each step of the student records collection, including project management, communications, and tracking. The ICS was used to store and access data on students and track efforts to obtain their student records data.

Institution-contacting staff included institution contactors (ICs) and quality control supervisors (QCSs), who were responsible for staff supervision. Before data collection began, the ICs and QCSs were trained on topics such as the background and purpose of the study, gaining institution cooperation, problem resolution, data collection and receipt systems, answering frequently asked questions, and confidentiality regulations. See appendix B for more information on training content.

### 2.3.3 *Institution Contacting and Recruitment*

Collection of student records data began in March 2017 and ended in March 2018. Student records data were requested from 4,070 eligible postsecondary institutions. Because each student attended an average of approximately 2 schools, the number of

student records requests was greater than the number of sampled students. A total of 69,270 student records requests were made. This included requests for all 35,540 originally sampled students from all institutions where enrollment was expected.

Before the start of collection, the ICS was loaded with information on the institution sample, including contact information for the institution, when known. If necessary, ICs performed internet searches to identify the director of the institutional research office and the registrar and then followed up by telephone to confirm or obtain the contact information.

At the start of data collection, a packet was sent to each institution's institutional research director informing them of the request for student records. See appendix C for examples of notification materials for institution data collection. If an institution had no office of institutional research, packets were sent to the chief administrator's office. These request packets were sent by express shipping and included

- letters introducing the study, requesting data, and providing information about how to log on to the study's secure website;
- instructions for providing data; and
- a brochure.

Two or three days after the initial mailing, ICs made telephone calls to confirm receipt of the packet and answer any questions about the study. If it was determined that the packet was sent to the incorrect person at the institution, that person's user account was disabled and new credentials were provided to the correct person. Prompting calls and reminder e-mails continued throughout data collection. During initial conversations, ICs asked institution staff members to identify a coordinator to serve as the primary point of contact for data collection, as well as additional contact people who might help provide student records data.

ICs also served as members of the help desk team assisting institution staff who called in or e-mailed questions. Most inbound communication related to either requests for due date extensions or assistance with the PDP website, including password resets, and the data upload process.

In addition to individual institutions, systems or groups of institutions were identified from which data for multiple institutions could be supplied by a single office or an individual who routinely handles such requests on behalf of individual institutions (e.g., a systemwide office). This strategy increases the efficiency of institution data collections and minimizes burden by eliminating the need to contact each institution within a system separately.

During the collection period, ICs and other data collection staff members met weekly to review progress, ask questions, and discuss any issues. Project staff used daily monitoring reports to review issues with incoming data, and ICs recontacted institutions to resolve issues or request additional or replacement data.

### **2.3.4 Student Records Instrument**

The BPS:12 student records instrument collected student-level data from sample members' postsecondary education institutions for up to 6 academic years, 2011–12 through 2016–17. The instrument contained five sections. The sections and the type of information collected in each follow:

1. Institution Information (e.g., enrollment terms of institutions for each academic year);
2. General Student Information (e.g., demographics, contact information, and other characteristics of students);
3. Enrollment (e.g., degree program, major[s], class level, and enrollment intensity of students for each academic year at the institution);
4. Budget (e.g., costs of attending the institution each academic year); and
5. Financial Aid (e.g., student financial aid awarded each academic year, including federal, state, institution, graduate, private, other government, and other awards).

Appendix D includes a complete list of the items in each section.

The student records instrument was administered through the PDP website described in section 2.3.1. The 2015–16 National Postsecondary Student Aid Study (NPSAS:16) and HSLs:09 also used the PDP website to collect student records data.

The BPS:12 student records data collection maintained consistency with prior data collections to minimize burden on institutions providing data as much as possible. Consequently, the BPS:12 student records data elements were generally consistent with those from the NPSAS:16 student records collection, which took place the year before BPS:12 student records collection, except that BPS:12 covered 6 academic years (2011–12 through 2016–17) and NPSAS:16 covered only the 2015–16 academic year.

Based on the results of NPSAS:16 data collection and cognitive interview testing, a few substantive changes were made to individual items in the student records instrument between NPSAS:16 and BPS:12. These changes aligned student records

data elements across NCES postsecondary studies, clarified item definitions, made the PDP website more user friendly for participating institutions, and allowed items to be more easily collected across multiple academic years. For example, as a result of participating institutions' feedback, the item description for veteran status was revised to be more distinguishable from the Financial Aid section's veterans benefits item.

Institutions could choose from three submission modes to complete the BPS:12 student records instrument and provide student records data based on their own preferences and internal capabilities. The following submission modes were available for providing student records data:

1. web mode, in which institution staff hand-keyed data into the instrument one student at a time using text-entry fields and drop-down boxes;
2. Excel mode, in which institution staff keyed or copied student data into a preformatted Excel spreadsheet template downloaded from the PDP website, completed the template, and then uploaded the completed template to the PDP website; and
3. comma-separated values (CSV) mode, in which institution staff prepared data files offline according to file specifications provided on the PDP website and then uploaded the completed files to the PDP website.

To deliver student records data, institutions could use any of these methods, or any combination of them.

Before the BPS:12 student records data collection, the PDP website was updated to improve its usability and increase the quality of the data collected. For example, Excel mode was improved to accept both preformatted response options or numeric codes that corresponded with the codes in a codebook provided to users, allowing institution staff to copy student records data from other sources and paste the data into the Excel template without needing to recode it.

### **2.3.5 Student Records QC Procedures**

After final submission of an institution's student records data to the PDP website, data were reviewed for quality and completeness. First, automated programs assessed the quality of the data, the missingness of critical data elements, and the inclusion of sample members' personally identifiable information. These programs produced data quality reports listing the results of these three systematic assessments. Project staff then reviewed each institution's data quality reports. If staff identified any possible data quality problems, they would review the institution's student records data to

determine if they could resolve any errors. If the data quality problem could not be resolved, then the project staff would document the specific data issue in the ICS and send the school's information to ICs to follow up via telephone. In some cases, the institution communicated that the data they submitted should be used the way it had been submitted, but in other cases, the institution agreed to update the data. Often, the data quality problems were due to the fact that the data lacked entire sections or critical data elements.

## 2.4 Data Collection Outcomes

### 2.4.1 *Institution-Level Data Collection Outcomes*

Of the 4,070 eligible institutions with sampled students, 2,530 institutions (62 percent) responded to the request for student records, either providing student records data or indicating that at least one student never attended that institution. Of these, 2,430 provided student records data. Thirty-eight percent of institutions that provided data used web mode, most opted for Excel mode (48 percent), and 14 percent uploaded CSV files. Table 1 shows student records data collection modes by control and level of institution.

**Table 1. Eligible institution participation and student records data collection modes, by control and level of institution: 2017–18**

Control and level of institution	Total eligible institutions	Institution-level participation <sup>1</sup>		Web mode		Excel mode		CSV mode	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Total</b>	<b>4,070</b>	<b>2,430</b>	<b>59.7</b>	<b>930</b>	<b>38.2</b>	<b>1,170</b>	<b>47.9</b>	<b>340</b>	<b>13.8</b>
Public									
Less-than-2-year	70	30	38.6	20	63.0	10	37.0	0	0.0
2-year	880	610	69.6	90	14.7	410	66.2	120	19.1
4-year, non-doctorate-granting	330	230	68.6	50	22.2	130	56.9	50	20.9
4-year, doctorate-granting	320	240	76.5	20	7.9	120	49.8	100	41.9
Private nonprofit									
Less-than-4-year	100	40	38.4	20	60.5	10	31.6	#	7.9
4-year, non-doctorate-granting	530	370	69.8	130	34.9	210	58.3	30	6.8
4-year, doctorate-granting	380	280	72.9	70	25.3	170	61.7	40	13.0
Private for-profit <sup>2</sup>									
Less-than-2-year	500	270	54.6	230	85.4	40	14.2	#	0.4
2-year	440	170	38.4	130	78.8	40	20.6	#	0.6
4-year	350	200	56.9	160	82.3	30	15.2	10	2.5

# Rounds to zero.

<sup>1</sup> An institution was considered a participant if it provided information for at least one student. A small number of the participating institutions (less than 1 percent of the sample) are not represented in the institution type rows because their control and level could not be determined.

<sup>2</sup> Respondents were excluded if they *began* at a for-profit institution (i.e., if their NPSAS institution was for-profit). However, because some students did attend for-profit institutions later, for-profit institutions are associated with student records respondents.

NOTE: Sample sizes rounded to the nearest 10. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding.

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

## 2.4.2 Student-Level Data Collection Outcomes

Data requests were originally made for 35,540 eligible sample members. However, during institution contacting, review of BPS:12/17 data identified approximately 300 ineligible students. Transcripts or student records data identified about 240 additional students who were enrolled too early to be eligible for the BPS study, for a total of about 540 ineligible students overall. After removing these ineligible cases, the data collection included, with rounding, approximately 35,010 sample members, the denominator used for calculating response rates. At the student level, student records data were received from at least one institution for 24,380 sample members (70 percent). However, student records data were received from each institution attended for 12,540 sample members (36 percent). Table 2 shows the student records data collection results at the student level.

**Table 2. Student-level student records data collection results: 2017–18**

Student sample	Number	Percent
<b>Total</b>	<b>35,010</b>	<b>100.0</b>
Student records respondents <sup>1</sup>		
At least one record received	24,380	69.6
All student's records received	12,540	35.8
Student records nonrespondents	10,630	30.4

<sup>1</sup> For data collection purposes, a student was considered a student records respondent if student records data were received from one or more institutions.

NOTE: Sample sizes rounded to the nearest 10. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding.

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

Several factors may have contributed to the low participation rate observed for the BPS:12 student records collection. First, data collection began only about 4 months after NPSAS:16 ended, possibly creating fatigue for some institutions. Second, while NPSAS collects institution record data for only a single academic year, the BPS:12 student records collection involved data covering 6 years. Not only is this significantly more data but providing older data is more challenging for some institutions. Third, the BPS:12 student records data collection was combined with the HSLS:09 student records/PETS data collection, which increased institutions' burden. Moreover, HSLS:09 sent additional requests to the institutions for student records data and transcripts when sample members were found to have additional or continued enrollment. These repeated data requests may have negatively influenced institutions' willingness to participate.

The results of this data collection suggest that future student records collections should cap the number of years of data collected at one time to 2 years. Although combining collections is recommended (so there is just one coordinated request), a break of at least 1 year between student records collections should be allowed if possible. Finally, additional data requests within the same collection should be avoided. That is, after the initial request, the institution should not be asked to send data for more students.

## Chapter 3. Data File Preparation and Processing

Data for the BPS:12 student records collection were compiled from records furnished by postsecondary institutions. These research files are fully documented in associated codebooks and available to approved researchers as a set of restricted-use microlevel data files for research purposes only. Due to low response rates across the variables, population estimates are not advised, and these data should be used for the purposes of exploration related to institution response and imputation methodologies. This chapter provides details on the contents of the research files, processing of the data files, and creation of derived variables.

### 3.1 Overview of the BPS:12 Student Records Collection Research Data Files

Complete data for the BPS:12 student records collection are contained in restricted-use files and documented in detail in the associated codebooks (see table 3). The restricted-use research files are available to researchers who have applied for and received authorization from NCES to access the files. Researchers may obtain authorization by contacting the Institute of Education Sciences Data Security Office.<sup>5</sup> Because the BPS:12 student records collection should not be used to generate national estimates, analysis variables will not be available via PowerStats on DataLab. Due to low response rates in the BPS:12 student records collection, analysis weights were not created; as a result, population estimates are not possible.

Seven source files that document institution responses to the BPS:12 student records instrument are included in the restricted-use research files. Of the 35,510 sample members eligible for the student records data collection, approximately 70 were identified as deceased during the data collection. As a result, the source files contain data for 34,940 sample members. The primary analysis file (or derived file) and the imputation flag file contain data for 11,150 students (the set of student records study respondents for whom derived variables were created and imputed) and includes about 300 variables. NSLDS data, available on the BPS:12/17 restricted-use files,

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<sup>5</sup> More information on obtaining restricted-use data files is available at <https://nces.ed.gov/statprog/rudman/>.

were used in combination with data collected from transcripts and student records to create derived variables.

**Table 3. BPS:12 student records collection restricted-use research file, description, and file path: 2017–2019**

Restricted-use research file	Description	File path
Analysis (derived)	Contains analytic variables derived from student records for 11,150 respondents.	/data/derived/bpssrderived.csv
Institution data	Contains information about every postsecondary institution included in the postsecondary transcripts and student records data. (4,080 records)	/data/source/bpssrinstitution/bpssrinstitution.csv
Student-institution data	Contains data for each student-institution pair, including demographics, standardized test scores, yearly enrollment flags, etc. (63,550 records)	/data/source/bpssrstuinstitution/bpssrstuinstitution.csv
Student-institution data by year	Contains data for each academic year a student was enrolled (or potentially enrolled) for each institution attended, including GPA, student budget, financial aid flags, etc. (116,990 records)	/data/source/bpssrstuinstitutionyear/bpssrstuinstitutionyear.csv
Term data	Contains every term in which the student was enrolled (or potentially enrolled) with enrollment status and enrolled credit hours. (383,170 records)	/data/source/bpssrterm/bpssrterm.csv
Degree/major field of study data	Contains yearly information for every degree and major field of study, including CIP codes and required credit hours. (116,910 records)	/data/source/bpssrdegree/bpssrdegree.csv
Test data	Contains any reported SAT and ACT scores. (68,630 records)	/data/source/bpssrtests/bpssrtests.csv
Financial aid award data	Contains all financial aid awarded by source and program type. (623,000 records)	/data/source/bpssrfinaid/bpssrfinaid.csv
Imputation flag	Contains imputation flags for any analysis variable that was derived using imputed data for 11,150 respondents.	/data/source/bpssrflag/bpssrflag.csv

NOTE: BPS = Beginning Postsecondary Students Longitudinal Study; CIP = Classification of Instructional Programs; GPA = grade point average. Number of records rounded to the nearest 10.

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

## 3.2 Data Processing

### 3.2.1 Data Editing

As discussed above in section 2.3.5, student records data submitted by an institution were first reviewed to verify adherence to the specifications provided. The data collection QC team corrected any errors identified. Once an institution's data passed the initial review stage, they were extracted and placed into a SAS dataset for further processing, which included the following activities to ensure consistency across student records data.

**Sanitization.** Personally identifiable information that could be used to identify student records respondents was redacted from verbatim character strings provided

by institutions, such as financial aid strings and major strings. This ensures the integrity of the data and confidentiality of the respondents.

**Value recoding.** Data were reviewed to ensure that each variable contained valid and consistent values. Invalid entries were recoded as needed to ensure that data were not lost when submitted in an invalid format. For example, an institution may have indicated a student's enrollment status to be "Full" instead of the requested value, "Full-Time." In such a case, the enrollment status was recoded to "Full-Time." This process was executed programmatically so that the status "Full" was only converted once. Consistency with prior student records collections, such as NPSAS:16, was ensured by using a collection of common recodes created during earlier collections.

**Financial aid program review.** Financial aid programs were sanitized and reviewed to ensure consistent and accurate categorization. For example, if the name of an aid program indicated that it was a state merit grant, but the award was inadvertently categorized by the institution as an institutional merit grant, the source for the award was changed from "institution" to "state." This process was also executed programmatically so that aid programs were reviewed once per institution. Consistency with previous student record collections was again ensured by using a bank of common aid programs created during earlier collections.

**Classification of Instructional Programs (CIP) code review.** All major fields of study that contained invalid or blank CIP codes were sanitized and systematically reviewed using a coding application. Analysts used this application to review the major text field and provide a valid CIP code when possible. This process supported the encoding of valid, consistent, and accurate majors.

In addition to the preceding activities, the following steps were conducted in editing the student records data files for release:

- Logical recodes of the data were performed when the value of missing items could be determined from answers to previous questions. For example, if the institution provided a date of high school completion, but a response to whether the student completed high school was missing, the value for whether the student completed high school was set to "yes," and the edit was documented in the codebook.
- Labels were assigned to the expected values of categorical variables, which helped reveal any unexpected values. Unexpected values were investigated, edited or labeled as appropriate, or set to a missing data code (see table 4) and documented in the codebook.

- Minimum, maximum, mean, and median values of continuous variables were examined to assess reasonableness of responses. Anomalous distributions and values were investigated and corrected or documented. If the value in question was unacceptable, the value was replaced with a missing data code and the edit was documented in the codebook.
- All missing data were examined to assign specific values indicating the cause of the missing data (see table 4). For example, project staff defined gate-nest question relationships, in which “gate” questions must first be answered before dependent “nest” questions are asked, and examined data for adherence to logic established in the instrument design, assigning a value of -3 to indicate when an item was not applicable.
- Similar and related items were cross-tabulated to verify that the proper relationships between variables and missing data codes held. Note that, in some cases, institutions provided values that appeared inconsistent, but they were not edited if it was unclear which value should be retained and which was in error.

**Table 4. Description of missing data codes: 2017–19**

Missing data code	Data label	Description
-1	Don't know	Institution did not have this information for the student
-2	Placeholder records	Used to hold a place for a record with an unknown amount of missing data.
-3	Skipped—not applicable	Item does not apply to the respondent.
-4	Missing—unable to determine applicability	Gate was left blank and it cannot be determined if nested items apply.
-5	Implied no/zero	Item left blank by respondent, but a response was provided for other items in the group; when all grouped items with a response are positive, 0 or no is implied for blank items.
-6	Out of range	Used when the value reported by the institution was outside the valid range for that field.
-8	Nonrespondent	Used for all student-level variables when a sample member is a nonrespondent to student records.
-9	Missing—response not provided	Respondent saw item and did not provide an answer.

NOTE: In a “gate-nest” relationship, responses to “gate” questions determine whether subsequent “nest” questions apply to the respondent.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection.

While editing data, project staff documented question wording, response options, logical recoding, and the “applies to” text for each delivered variable from the student records data collection.

**Placeholder records.** Records were added to the student records source files to hold a place for nonrespondents and unknown quantities of missing data. For example, for the student records degree file, if no degree or major was reported, one placeholder record was added per student-institution pair. For the student records aid file, one placeholder record was added per unreported student-institution, student-institution-year, or student-institution-year-aid source combination as applicable. Student-institution pairs that indicated no enrollment were removed from degree and student-institution-year files.

**Naming scheme.** All variable names include a prefix to help users easily identify the source of the data used in the variable and the appropriate file or level at which the data are reported. The first two characters of source variables indicate the data source, the third character indicates the data file or level, and the remainder describes the information captured by the variable. The first two characters for student records source variables, derived variables, and flag variables are “SR.”

The following third characters are included on source data files for student records:

- A—financial aid;
- D—degree/major field of study;
- M—term;
- S—student institution;
- X—test; and
- Y—student institution year.

For example, the variable SRSENRL12 (Student Records: Enrolled in 2011–12) indicates that the data are from student records (SR) and reported on the student-institution file as a student-by-institution-level variable (S).

### 3.2.2 Data Perturbation

In preparing data files for release, NCES takes steps to minimize the likelihood that individual students participating in the study can be identified, including a formal disclosure risk analysis. Every effort is made to protect the confidentiality of information about specific individuals, including data swapping on BPS:12 student records data to minimize disclosure risk. In data swapping, the values of the variables being swapped are exchanged between carefully selected pairs of records, a target record and a donor record.

The modifications used to reduce the likelihood that any student records respondent could be identified in the data generally did not affect the overall data quality. The swapping procedures, which the IES Disclosure Review Board reviewed and

approved, preserved central tendency estimates but may have resulted in slight increases in nonsampling errors.

### **3.2.3 *Derived Variable Construction***

Project staff constructed a set of analysis variables for all student records respondents (see section 4.1) that aggregate or combine source data to make the information more accessible. Components include calculated variables (variables that are created and included on the student records source files, such as aid amounts awarded while enrolled at a particular institution within an academic year) and analysis variables (student-level variables, such as whether the student ever received federal student loans). Analysis variables examine data available from the various data sources, prioritize the data sources item by item, and reconcile discrepancies within and between sources.

In some cases, analysis variables were created by simply assigning a value from the available source with the highest priority. Details about the creation of each analysis variable appear in the variable descriptions contained in the codebooks for the restricted-use research files. A list of the analysis variables created for the BPS:12 student records collection is provided in appendix E. All analysis variables are indicated with the prefix “SR.” Most of the student records variables have undergone imputation to address missing responses. Note that all imputed variables have a corresponding flag variable that indicates whether the value was reported or imputed. These flags are located on a separate flag file and are denoted with a suffix of “\_F.” For more on the imputation process, including the issues that high levels of missingness pose, see chapter 4.

## Chapter 4. Statistical Imputations

Since 2004, postsecondary sample surveys conducted by NCES have provided fully imputed data for all variables on the student-level analysis data file. At the outset, the goal was to provide fully imputed data for the BPS:12 student records collection. However, a high level of nonresponse at the student and student-institution level posed a challenge for standard imputation procedures, and additional measures were required to identify study respondents and to produce imputed data. Specifically, the observed level of item missingness for student-institution pairs by year across the student record instrument ranged from about 46 percent to 87 percent, with an average of 56 percent. Based on this missingness, NCES chose to release the student records file for researchers to use in methodological analyses. This file is not intended to be used to produce national estimates from the student records data collection. This chapter provides details about the measures used and statistical imputations conducted for the BPS:12 student records collection, including the identification of study respondents, the imputation process and model construction, imputation quality checks, and findings.

### 4.1 Identifying Study Respondents

The purpose of the BPS:12 student records collection was to collect data describing students' aid packages across all institutions attended in all 6 study years. This requires imputed student-level measures of aid data and a student-level weight. But first, as in every BPS collection, a set of *study respondents* must be identified from the set of data collection respondents ( $N = 24,380$ ). Study respondents are a set of sample members who responded to the data collection and were determined to have responses for key variables, which vary according to the study's goals. Given the purpose of the BPS:12 student records collection, state aid, institution aid, and private loan award amounts were selected as the key variables required for a sample member to be considered a study respondent. Because the student record instrument collected data at the student-institution level by year, the definition of a study respondent was based on sufficient data coverage for the student over all attended institutions and all years enrolled, with the definition of "sufficient" data greatly impacting whether imputation models were viable.

To ensure viable imputation models and to minimize potential nonresponse bias, this definition required a balance between coverage rates (the proportion of the eligible sample considered study respondents) and imputation rates (the proportion of

missing data).<sup>6</sup> Further, many of the aid award amount variables requiring imputation simply did not have enough information to build imputation models. Two aspects of the data contributed to this situation. First, there was a very low response rate. Second, for the students who did respond, the vast majority of responses were zero. Given the very few responses that were not zero, there was simply not enough information to develop a distribution from which to sample values for plausible imputed values.

The following paragraphs describe the selected definition of a study respondent and the process (including two unsuccessful attempts) that led to the development of that definition. Table 5 summarizes the three study respondent definitions that were tested, the analysis population, key variables, how “sufficient” data was defined for those variables, and rates of missingness for each definition.

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<sup>6</sup> For details about imputation quality checks, see section 4.3.

**Table 5. Study respondent definitions, by attempt**

	Definition		
	First attempt	Second attempt	Third attempt (selected)
<b>Analysis possibilities</b>	Award patterns and amounts across all attended institutions from 2011–12 through 2016–17 for all state aid awards, institution aid awards, and private loan awards	Award patterns and amounts associated with enrollment at the NPSAS institution from 2011–12 through 2016–17 for all state aid awards, institution aid awards, and private loan awards	Award patterns across all attended institutions from 2011–12 through 2016–17 for all state aid awards, institution aid awards, and private loan awards
<b>Sample restrictions</b>	NPSAS:12 study members whose NPSAS institution was not a private for-profit institution	BPS:12/17 cross-sectional respondents whose NPSAS institution was not a private for-profit institution	BPS:12/17 panel respondents whose NPSAS institution was not a private for-profit institution
<b>Key data and variables</b>	At least one nonmissing state aid award amount, at least one nonmissing institution aid award amount, and at least one nonmissing private loan award amount reported in at least 1 year from all sampled institutions <sup>1, 2</sup>	At least one nonmissing state aid award amount, at least one nonmissing institution aid award amount, and at least one nonmissing private loan award amount reported in at least 2 years from the NPSAS institution (or 1 year if only attended in 2011–12) <sup>1</sup>	At least one nonmissing state aid award indicator, at least one nonmissing institution aid award indicator, and at least one nonmissing private loan award indicator reported in at least 1 year from all sampled institutions <sup>1</sup>
<b>Variables imputed</b>	Award amounts across all attended institutions from 2011–12 through 2016–17 for all state aid programs, institution aid programs, and private loans	Award amounts associated with enrollment at the NPSAS institution from 2011–12 through 2016–17 for all state aid programs, institution aid programs, and private loans	Award receipt indicators across all attended institutions from 2011–12 through 2016–17 for all state aid programs, institution aid programs, and private loans
<b>Item imputation rates<sup>3</sup></b>	Average: 57 percent Minimum: 46 percent Maximum: 70 percent	Average: 50 percent Minimum: 42 percent Maximum: 65 percent	Average: 59 percent Minimum: 48 percent Maximum: 72 percent
<b>Imputation methods</b>	Weighted sequential hot deck (WSHD) Multiple imputation (for evaluation purposes)	None	WSHD Multiple imputation (for evaluation purposes)

<sup>1</sup> Nonmissing is defined as a positive value, a zero value, or an indication the student did not attend that institution in a given year. This includes amounts greater than or equal to zero and receipt indicators of yes or no.

<sup>2</sup> This definition also included a sample member as a study respondent if the NPSAS institution submitted the student records instrument, even if the student did not have the complete set of key data and variables.

<sup>3</sup> These are the average, minimum, and maximum item imputation rates (i.e., the number of records missing a value for an item divided by the total number of values, missing and valid) over imputed items in the student records instrument for respondents fitting the definition. Note that the imputation items in the student records instrument were administered at the student-institution level by year. Not applicable values are treated as a valid response.

NOTE: BPS:12/17 = 2012/17 Beginning Postsecondary Students Longitudinal Study; NPSAS = National Postsecondary Student Aid Study.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection.

The selected definition of a study respondent defined the key variables to be *indicators* of at least one state aid award, at least one institution aid award, and at least one private award. That is, rather than requiring as a response the exact amount a student received for state aid, institution aid, and private loan awards, the definition required only an indicator of whether a student received an award. Specifically, the study respondent definition required sample members to be BPS:12 student records respondents and also to be BPS:12/17 panel respondents who began postsecondary education at an institution other than a private for-profit institution and who had nonmissing data (defined as a positive value, a zero value, or an indication the student did not attend that institution in a given year) for key variables in at least one year from all sampled institutions. It also included a sample member as a study

respondent if the NPSAS institution submitted the student records instrument, even if the student did not have the complete set of previously listed key data.

In earlier attempts to define a study respondent, various approaches were considered, including

- requiring response to prior study rounds (e.g., BPS:12/17 panel respondents, NPSAS:12 study members);
- excluding specific base-year—or NPSAS—institution sectors (e.g., private for-profit institutions);
- adjusting the key variables (e.g., whether to require private loans);
- adjusting the level of “sufficient” data (e.g., whether to require at least one state aid award in at least 1 year from at least one institution, versus requiring all state aid program award responses from all institutions and all years);
- excluding specific years (e.g., limiting analyses to the first 2 academic years); and
- limiting analyses to only the NPSAS institution rather than all institutions attended.

The first definition tested required nonmissing data for key variables (defined as at least one state aid award amount, at least one institution aid award amount, and at least one private loan award amount) in at least 1 year from all sampled institutions for NPSAS:12 study members whose NPSAS institution was not a private for-profit institution. This definition would have allowed imputation of financial aid amounts and full student aid packages (including state, institution, and private loan awards) across all attended institutions and all 6 study years for students who did not begin at a private for-profit institution. The weighted sequential hot deck (WSHD) method (Cox 1980; Iannacchione 1982) was used to conduct the imputations, and multiple imputation models were used to further evaluate the variance introduced by imputations. However, due to the low response rate, high degree of item-level missingness (the lowest item-level missingness rate was 46 percent, the highest was 70 percent, and the average was 57 percent), and the fact that the vast majority of responses were zero, the imputation model was not viable. To assist in making this determination, we examined the Fraction of Missing Information (FMI), a measure which captures the uncertainty associated with imputation. Following the guidelines of Li, Raghunathan, and Rubin (1991), more than one-third of the variables had FMI values classified as high or extreme and over half of the variables had FMI values classified as moderately large, high, or extreme. Consequently, the estimates from multiple imputation have concerning levels of variability associated with them.

Following this effort, a second possible study respondent definition was considered. This definition required the same nonmissing key aid amount variables in at least 1 year after 2011–12 from the NPSAS institution for BPS:12/17 cross-sectional respondents whose NPSAS institution was not a private for-profit institution. No data for aid awarded at institutions other than the NPSAS institution were imputed, limiting analyses to only the NPSAS institution for all 6 study years. This definition increased the coverage rate but only marginally decreased the imputation rates. The lowest item-level missing rate observed was 42 percent, the highest missing rate was 65 percent, and the average missing rate was 50 percent. Based on this information and the initial imputation attempt, it was clear that the same complications would be present should imputation be attempted for this set of study respondents.

Because a balance could not be achieved between coverage rates and imputation rates, the third study respondent definition tested (and the one selected) redefined key variables to be indicators of at least one state aid award, at least one institution aid award, and at least one private loan award in at least 1 year from all sampled institutions. Using aid award indicators rather than aid amounts allowed for simplification of the modeling procedures to impute a binary outcome instead of the continuous distributions.

Thus, the set of 11,150 BPS:12 student records respondents for whom derived variables were created and imputed is a subset of BPS:12/17 panel respondents who began postsecondary education at an institution other than a private for-profit institution and who had the required nonmissing key variables in at least 1 year from all sampled institutions. It also includes a student as a respondent if the NPSAS institution submitted the student records instrument, even if the student does not have the complete set of previously listed key data. This definition allows for the analysis of state aid, institution aid, and private loan receipt patterns across all attended institutions and all 6 study years. The coverage rate of BPS:12/17 panel respondents for this definition was 56 percent. The average imputation rate for the combined data across all the participating institutions by academic year was 59 percent, with a minimum of 48 percent and a maximum of 72 percent.

## 4.2 Imputation Process and Model

Requiring aid award indicators rather than aid amounts not only mitigated the fact that the vast majority of responses were zero, but also allowed for the addition of donor cases<sup>7</sup> from student record collections on two other NCES postsecondary sample surveys (NPSAS:16 and the National Postsecondary Student Aid Study,

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<sup>7</sup> As defined by Andridge and Little (2010), a donor is a respondent “that is similar to the non-respondent with respect to characteristics observed by both cases” (p. 1).

Administrative Collection [NPSAS:18-AC]) to the imputation model for the BPS:12 student records collection. Aid award amounts are not stable enough over time to impute from another study's timeframe. For example, imputing aid awards in academic year 2012–13 from aid awards in 2015–16 using donor cases from NPSAS:16 could result in incorrect amounts being imputed. However, aid award program eligibility requirements and criteria for aid receipt are more stable across time than award amounts. For example, in both 2012 and 2018 Georgia's HOPE Scholarship had a 3.0 high school grade point average requirement; however, during this time the typical award at public institutions rose from approximately \$2,300 to \$3,800. Thus, we worked under the assumption that imputing whether someone received a program award in 2012–13 from a donor case in NPSAS:16 was appropriate. As a result, the set of donor cases was expanded to include comparable respondents from NPSAS:16 and NPSAS:18-AC. When pooled with BPS:12 student records respondents, the additional cases from the two NPSAS studies dramatically increased the number of possible donors available and reduced the proportion of cases that were imputed. Prior to adding the NPSAS:16 and NPSAS:18-AC data, missingness ranged from a low of 48 percent to a high of 72 percent, with an average of 59 percent. These levels of missingness reduce the usable cases for imputation models (van Buuren, Boshuizen, and Knook 1999) to an extremely small set of data. After adding the NPSAS:16 and NPSAS:18-AC data, missingness was reduced, ranging from a low of 8 percent to a high of 30 percent, with the average variable having 11 percent missing data.

Because a NPSAS sample includes all postsecondary students, it was first necessary to ensure that a case with missing data was paired with a donor case who was at a comparable point in their postsecondary education. To estimate this, the number of years NPSAS students had spent in postsecondary education was derived and used to identify a match when selecting a donor case.<sup>8</sup> Table 6 reports the descriptions and frequencies of the NPSAS donor pool for each year of the BPS:12 student records collection. For example, in 2011–12, BPS:12 students were enrolled in postsecondary education for their first year. So, when imputing missing data within the 12,450 BPS:12 student records collection cases,<sup>9</sup> a donor case was selected from either another 2011–12 BPS:12 student records case, one of the 10,350 students from NPSAS:16 (including both cases that had imputed data and cases that had none) who were identified to be in their first year of postsecondary education during

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<sup>8</sup> Note that this match is conducted on only an estimated amount of time in postsecondary education for BPS students because the collection year only represents the amount of time that had passed since the study began. Any students who were not enrolled for a period of time are still treated as having continuous enrollment for the purposes of identifying a donor.

<sup>9</sup> One case in the BPS:12 student records collection represents one academic year of enrollment for a student at an institution. The same is true for NPSAS:16 and NPSAS:18-AC, except that the NPSAS data collections only collect data for the NPSAS sampled institution during the NPSAS academic year.

that study's academic year (2015–16), or one of the 51,150 students identified in NPSAS:18-AC (where cases had no imputed data) as being first-year students during the study's academic year (2017–18). Note that BPS:12 student records collection cases enrolled continuously through 2015–16 (their fifth year since they began postsecondary education) are a direct analog to NPSAS:16 fifth-year students, as these students also began their postsecondary education in 2011–12.

**Table 6. Number of BPS:12 student records collection, NPSAS:16, and NPSAS:18-AC cases from the imputation process, by year in postsecondary education: 2011–12, 2015–16, 2017–18**

Year of postsecondary education	BPS:12 student records collection year	BPS:12 student records enrolled cases <sup>1</sup>	NPSAS:16 potential donor cases <sup>1</sup>	NPSAS:18-AC potential donor cases <sup>1</sup>
<b>Total</b>		<b>19,060</b>	<b>58,480</b>	<b>153,570</b>
First	2011–12	12,450	10,350	51,150
Second	2012–13	10,680	9,810	45,690
Third	2013–14	9,680	8,660	22,070
Fourth	2014–15	9,240	14,400	31,780
Fifth	2015–16	6,170	9,130	12,010
Sixth	2016–17	4,450	6,130	†

† Not applicable.

<sup>1</sup> One case in BPS:12 student records represents one academic year of enrollment for a student at an institution. The same is true for NPSAS:16 and NPSAS:18-AC, except the NPSAS data collections only collect data for the NPSAS sampled institution during the NPSAS study's academic year, 2015–16 and 2017–18, respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection, 2015–16 National Postsecondary Student Aid Study (NPSAS:16), and 2017–18 National Postsecondary Student Aid Study (NPSAS:18).

Missing data were imputed for BPS:12 student records collection variables in accordance with mass imputation procedures described by Krotki, Black, and Creel (2005). After filling in missing data for cases where values could be deduced with certainty based upon logical or mathematical relationships among observed variables (logical imputation),<sup>10</sup> the WSHD method was used to replace missing data by imputing plausible values from statistically selected donor cases (stochastic imputation) (Cox 1980; Iannacchione 1982).

The first stage in the imputation procedure was to determine the pattern and level of missingness and produce an initial set of imputations. Depending on patterns of missing data, some variables that were related substantively and required imputation were grouped into blocks (vectors), and the variables within a block were imputed simultaneously (vector imputation). Then variables and vectors were prioritized for imputation based upon their level of missing data: variables and vectors with low levels of missingness were imputed before variables where the rate of missingness was greater. For each variable and vector, imputation classes were identified, from

<sup>10</sup> An example of logical imputation follows: in a case where a student's institution did not submit student records data for the 2013–14 academic year but the student's transcript showed the student was only enrolled through 2012–13, it may be logically inferred that the aid program variables did not apply to the student in the 2013–14 academic year.

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 using complete response variables and any previously imputed variables as possible predictor variables (Breiman et al. 1984). Within these classes, the WSHD method was used to select donors.

In the second stage of imputation, for each variable or vector, in the same sequence as in the first stage, the missingness was reintroduced and the missing items were reimputed. This time, all complete response variables and all the other imputed variables on the dataset were available to form the imputation classes. To improve imputation quality, the procedure described above, using trees and the WSHD method, was combined and implemented with the cyclic  $p$ -partition hot deck (Marker, Judkins, and Winglee 2002) technique (cycling), as discussed in Judkins (1997). This imputation approach reinforces existing patterns within the observed data. This is an iterative process, and typically the result of cycling is a convergence to plausible values and maintenance of relationships that already exist. For BPS:12 student records, there were two iterations, which improved quality without significantly slowing down the imputation process.

To minimize the potential error due to imputation, quality checks were performed throughout the imputation process. Specifically, the distributions of the observed, imputed, and combined data were observed to screen variables for further investigation. For example, if the observed binary distribution and imputed binary distribution for a variable differed considerably, the imputed variable was further investigated to understand why this difference occurred. If a reasonable explanation could be found, no action was taken. If not, the variable was reimputed and rechecked. The response rates for the 259 analysis variables that were constructed from imputed student-institution level by year variables are shown in appendix F.<sup>11</sup> The rates of imputed data for the analysis (student-level) variables range from 48 to 72 percent with an average of 59 percent. These rates are unweighted and exclude values of not applicable from the calculation.

As Kang (2013) points out:

Missing data present various problems. First, the absence of data reduces statistical power, which refers to the probability that the test will reject the null hypothesis when it is false. Second, the lost data can cause bias in the estimation of parameters. Third, it can reduce the representativeness of the sample. Fourth, it may complicate the analysis of the study. Each of these distortions may threaten the validity of the trials and can lead to invalid conclusions.

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<sup>11</sup> About 40 variables were not imputed.

Therefore, NCES does not endorse estimates produced by this file. Rather, these data should be used for the purposes of exploration related to institution response and imputation methodologies only.

## 4.3 Imputation Quality Checks and Findings

Given the unique construction of the imputation dataset, the imputation QC process involved comparing imputed patterns and distributions against NPSAS:16 and NPSAS:18-AC, as well as against the observed BPS:12 student records data. These comparisons were conducted in addition to the standard imputation QC checks, such as verifying skip patterns and examining univariate distributions. More complex data checks both across time and between related variables were also conducted. Examples of these checks include

- receipt of state or institution need-based aid by Pell Grant eligibility (an unimputed aid variable);
- receipt of state or institution need-based aid by income and dependency;
- receipt of state or institution merit-based aid by grade point average;
- receipt of both need- and merit-based aid by state/region and institution sector;
- receipt of merit-based aid, athletic aid, and institution tuition waivers over time;
- consistency of aid receipt distributed across imputed and unimputed data; and
- consistency of aid receipt distributed across time.

Findings largely indicated that the imputed data matched both observed and expected patterns and frequencies. Two exceptions were state and institution need-based aid, both of which resulted in unusual patterns by income categories that were not expected and that did not exist in the observed data from the BPS:12 student records collection, NPSAS:16, or NPSAS:18-AC. The imputation team then reimputed these two variables using the intersection between income and dependency as imputation classes to mitigate the observed discrepancies. Using donor cases within these imputation classes resolved the unusual patterns. As noted in section 3.2.3, all imputed versions of variables have been flagged and are available on the restricted-use files. These variables are denoted with a suffix of “\_F.” Although every effort was made to ensure that the imputed data matched both observed and expected patterns and frequencies, as noted in detail at the end of section 4.2, due to the large quantity of missing information, there is potential bias in the imputation. As a result, the decision was made to release the data as a research file.

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## Appendix A. Acronyms and Abbreviations

**Acronym/Abbreviation   Name**

BPS	Beginning Postsecondary Students Longitudinal Study
BPS:12	2012 Beginning Postsecondary Students Longitudinal Study
BPS:12/14	2012/14 Beginning Postsecondary Students Longitudinal Study
BPS:12/17	2012/17 Beginning Postsecondary Students Longitudinal Study
CIP	Classification of Instructional Programs
CSV	comma-separated values
FMI	Fraction of Missing Information
FTB	first-time beginning
GPA	grade point average
HSL:09	High School Longitudinal Study of 2009
IC	institution contactor
ICS	Institution Contacting System
IES	Institute of Education Sciences
IPEDS	Integrated Postsecondary Education Data System
NCES	National Center for Education Statistics
NPSAS	National Postsecondary Student Aid Study
NPSAS:12	2011–12 National Postsecondary Student Aid Study
NPSAS:16	2015–16 National Postsecondary Student Aid Study
NPSAS:18-AC	2018 National Postsecondary Student Aid Study—Administrative Collection
NSC	National Student Clearinghouse
NSLDS	National Student Loan Data System
PDP	Postsecondary Data Portal
PETS	Postsecondary Education Transcript Study
QC	quality control
QCS	quality control supervisor
WSHD	weighted sequential hot deck

## Appendix B. Training Agendas for Institution Data Collection

**2012 Beginning Postsecondary Students Longitudinal Study (BPS:12)  
Postsecondary Education Transcript Study (PETS) and Student Records Collection  
Institution Contacting Training Agenda**

**Day 1**

9:00-9:05	Introductions <ul style="list-style-type: none"> <li>• Project Team</li> <li>• Institution Contacting (IC) Team</li> </ul>
9:05-9:20	Overview of Studies
9:20-9:45	IC Responsibilities <ul style="list-style-type: none"> <li>• General</li> <li>• Communication Plan (IC Plan)</li> <li>• Confidentiality</li> <li>• Transcripts/Catalogs</li> <li>• Student Records</li> </ul>
9:45-10:30	Prompting <ul style="list-style-type: none"> <li>• Initial Follow Up Calls on Mailings</li> <li>• Identify Coordinator</li> <li>• Institution Contacting System (ICS) - updating contact info, roles, events</li> <li>• Stage Status</li> </ul>
<b>10:30-10:45</b>	<b>BREAK</b>
10:45-11:15	Student Records <ul style="list-style-type: none"> <li>• Schedule, timeline, methods</li> </ul>
11:15-12:00	ICS screens
<b>12:00-1:00</b>	<b>Lunch</b>
1:00-1:45	Navigating the Postsecondary Data Portal (PDP) Website <ul style="list-style-type: none"> <li>• Quick Guide</li> <li>• Mailing materials</li> <li>• Data elements</li> <li>• Completion and submit</li> </ul>
1:45-2:30	Modes -Web
2:30-3:00	Modes-Excel and CSV
<b>3:00-3:15</b>	<b>BREAK</b>
3:15-3:45	Financial Aid Review
3:45-4:30	Round Robin
4:30-4:45	Wrap UP & Q&A

**Day 2**

9:00-9:05	Student Records Review/Q&A
9:15-10:00	Finish Paired Mocks
<i>10:00-10:15</i>	<i>BREAK</i>
10:15-10:45	Troubleshooting Upload Errors
10:45-12:00	Excel Template Practice
<i>12:00-1:00</i>	<i>Lunch</i>
1:00-1:45	Transcripts <ul style="list-style-type: none"> <li>• Overview</li> <li>• Letters</li> <li>• Working with Contacts</li> </ul>
1:45-2:30	Transcript and Catalog Prompting <ul style="list-style-type: none"> <li>• Access to Website (CollegeSource)</li> <li>• Prompting Schools</li> <li>• ICS- Changing Status</li> <li>• Modes/Submission</li> </ul>
2:30-3:00	Scripts/Review/Round Robin
<i>3:00-3:15</i>	<i>BREAK</i>
3:15-4:15	PDP Website Review
4:15-4:30	Wrap Up/Q&A

**Day 3**

9:00-9:15	Transcript/Catalog Q&A/Review
9:15-10:15	ICS and PDP Website Review
<i>10:15-10:30</i>	<i>BREAK</i>
10:30-11:00	Help Desk Issues
11:00-12:00	Practice with Excel Template
<i>12:00-1:00</i>	<i>Lunch</i>
1:00 on	Observed Practice

### Quality Control (QC) and Follow-up Training

9:00-9:15	Transcript data receipt process
9:15-10:15	Transcript QC <ul style="list-style-type: none"> <li>• Reasons transcripts do not pass quality control (QC) checks</li> <li>• Stage/status codes</li> <li>• Institution and student level reports</li> </ul>
<i>10:15-10:30</i>	<i>BREAK</i>
10:30-11:00	Transcript QC (continued) <ul style="list-style-type: none"> <li>• Transcript Data Transmission page on PDP</li> <li>• Recontacting institutions for clarifications, new data</li> <li>• Documenting QC follow-up and results</li> </ul>
11:00-12:00	Student Records QC <ul style="list-style-type: none"> <li>• Reasons student records do not pass quality control (QC) checks</li> <li>• Stage/status codes</li> <li>• Institution and student level reports</li> <li>• Student Records pages on PDP</li> </ul>
<i>12:00-1:00</i>	<i>Lunch</i>
1:00-1:30	Student Records QC (continued) <ul style="list-style-type: none"> <li>• Recontacting institutions for clarifications, new data</li> <li>• Documenting QC follow-up and results</li> </ul>
1:30-2:00	Observed practice
2:00-2:15	Wrap Up/Q&A

## **Appendix C. Notification Materials for Institution Data Collection**

# Contents

Letter to Institutions—Non-Study Specific-----	C-3
PDP Packet Contents-----	C-4
Transcript and Student Records Collection Letter to IR Director or Chief Administrator—Joint Study Collection -----	C-6
Student Records Collection—Request Letter from NCES to Financial Aid Director or Designee—Joint Study Collection -----	C-8
Student Records Collection—FAQ Sheet for Financial Aid Director or Designee—Joint Study Collection -----	C-10
Student Records Collection—Disclosure Notice—Joint Study Collection -----	C-11
Student Records Collection—RTI Letter to Financial Aid Director or Designee for Additional Students—Joint Study Collection -----	C-12
Student Records Collection—Sample Reminder E-mail 1 to Financial Aid Director or Designee—Joint Study Collection -----	C-14
Student Records Collection—Sample Reminder E-mail 2 to Financial Aid Director or Designee—Joint Study Collection -----	C-15
Student Records Collection—Quick Guide to Providing Student Records Data— Joint Study Collection -----	C-16
Student Records Collection—Text for Student Records Brochure—BPS:12 Only ---	C-19
Postsecondary Data Portal Flyer Text -----	C-21

## Letter to Institutions—Non-Study Specific

### Postsecondary Data Portal (PDP) Packet Contents (Non-study specific)

#### PDP Packet Letter

<date>

Dear Institutional Research Staff and Officials:

The National Center for Education Statistics (NCES) within the U.S. Department of Education's Institute of Education Sciences fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education. One way in which we collect data is through postsecondary-level sample surveys, many of which require that we work with U.S. institutions to collect transcripts and student records for student samples. We will also interview students themselves, who provide much-needed information on their experiences as they begin, leave, and re-enter postsecondary study, transfer between institutions, and complete programs at all levels of institutions. The combination of institution- and student-provided data affords researchers the opportunity to fully characterize the paths taken by today's college students, and provides them an important link between academic experiences, performance, and outcomes.

Recognizing that NCES data collection requests add to the workload of institution staff tasked with providing the requested data, and that several of NCES' postsecondary studies require that data be collected from institutions, NCES developed the secure Postsecondary Data Portal (PDP) website. The PDP is now the single location through which institutions will provide data required by any and all NCES postsecondary sample-based data collections. In addition, to the extent possible, studies running through the PDP will be requesting the same types of data for all selected students, further simplifying the data collection process. Institution staff will only need to learn the layout and functionality of one system, instead of having to learn a different system for every study.

The user friendly PDP (<https://surveys.nces.ed.gov/Portal/>) offers institutions several modes for providing data; an institution may choose its preferred method(s). Each data entry module is password-protected, so users will be required to log in before they are allowed access to confidential data and the Secure Sockets Layer (SSL) protocol is in place to encrypt data transmitted over the Internet through the PDP website.

NCES has contracted with RTI International (RTI) to carry out the institution data collections for several ongoing postsecondary studies. Your cooperation with RTI is greatly appreciated. Please be on the lookout for a request for data. The request packet will provide further detail and instructions.

For further information or questions, please contact the PDP Help Desk at 1-855-500-1441 (toll free) or via e-mail at [PortalHelp@rti.org](mailto:PortalHelp@rti.org).

Sincerely,

Christopher Chapman  
Associate Commissioner  
National Center for Education Statistics

## PDP Packet Contents

Folder Cover:

**National Center for Education Statistics (NCES) Sample Studies  
and the Postsecondary Data Portal**

**2017 PDP Packet Contents**

(each topic will be presented on its own sheet of paper in the PDP materials):

**What is the Postsecondary Data Portal (PDP) website?**

The PDP website (<https://surveys.nces.ed.gov/Portal/>) serves as a portal for U.S. postsecondary institutions to provide data for sample studies conducted by the National Center for Education Statistics (NCES), United States Department of Education. Each study collects data that are used by NCES for reporting and analysis and, in aggregate form (e.g., statistical tables, graphs), will be released to the public. Background information on any of the studies using the PDP can be accessed from the Home page.

The PDP was developed to provide institutions with a single website/single system through which to manage NCES data requests. Moreover, the PDP provides institutions with a secure means of transmitting their data to NCES. Secure Sockets Layer (SSL) protocol encrypts data transmitted over the Internet. Each data entry module is password-protected, requiring users to log in before they may access confidential data.

**What types of data are being collected?**

The PDP was first used in 2016 to collect institution enrollment lists and record data, including information on the enrollment status, demographic characteristics, and financial assistance for each sampled student for a single academic year.

Depending on the particular data needs of a study, the PDP also can be used to collect student transcripts, for one-time collections of institution record data across multiple academic years, and for annual institution record data updates.

In addition to transcript and institution record data, most of the NCES sample surveys also include interviews with student samples, providing researchers with a unique perspective on students' experiences in postsecondary education and beyond.

**Which studies will collect data in 2017?**

Two NCES longitudinal studies will be collecting institution data and transcripts in 2017, beginning in February.

The *Beginning Postsecondary Students Longitudinal Study* (BPS) surveys "first-time" college students at three points in time: at the end of their first year, in their 3<sup>rd</sup> academic, and in their 6<sup>th</sup> academic year after first starting in postsecondary education. BPS collects data on student demographic characteristics, school and work experiences, enrollment persistence, transfers, degree attainment, and transition to employment. In 2017, data will be collected for the BPS:12 student cohort who started college, for the first time after leaving high school, during the 2011-12 academic year.

The *High School Longitudinal Study of 2009* (HSL:09) is a nationally representative, longitudinal study following a cohort of students who were in ninth grade during the 2009-2010 school year. The study focuses on understanding how high school experiences affect young adults' learning and their education and career choices over time. The study also explores young adults' transitions from high school to college, to the labor force, or to adult roles. Of special interest is course-taking and career preparation in science, technology, engineering, and math (STEM).

**What privacy and confidentiality assurances are in place?**

Both NCES and RTI International follow strict procedures to protect the privacy and confidentiality of study participants and data. All project staff have signed confidentiality agreements and affidavits of nondisclosure. All data released to the general public (e.g., statistical tables) will be designed so that it will not be possible to identify individuals. All of the information you provide 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 (20 U.S.C. §9573 and 6 U.S.C. §151).

**Why should your institution participate?**

The quality and affordability of postsecondary education are vital concerns for students and their families. The data collected from transcripts, institution records, and student interviews provide much-needed information on the course of study of today's college students as they begin, leave, and re-enter postsecondary study; transfer between institutions; and complete programs at all levels of institutions. The combination of these data affords researchers the opportunity to summarize the undergraduate and graduate paths taken by sample members, providing an important link between academic performance and outcomes.

## Transcript and Student Records Collection Letter to IR Director or Chief Administrator—Joint Study Collection

The text of the letter is also sent in an e-mail.

(date)

(Salutation) (FirstName) (LastName)

(Title)

(Institution)

(Address)

(City), (State) (Zip)

Dear (Salutation) (LastName):

[A student/Students] from (Institution) [has/have] been participating in one of two longitudinal studies that are being conducted by the National Center for Education Statistics with data collection being carried out by RTI International, a nonprofit research organization. The studies are

- the High School Longitudinal Study of 2009 (HSLs:09); and
- the 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12).

HSLs:09 collects information on individuals who were sampled from their high schools as 9<sup>th</sup> graders in the 2009-2010 academic year and focuses on understanding how high school experiences affect young adults' learning and their education and career choices. BPS:12 collects information, such as students' postsecondary experiences, work while enrolled, persistence in school, degree completion, and employment following enrollment, from individuals who began their postsecondary education for the first time in the 2011-12 academic year. The next phase in the data collections for HSLs:09 and BPS:12 is to collect transcript and student record data from institutions attended by students in these studies, including (Institution).

The enclosed materials describe our data collection process and provide a summary description of the laws and procedures safeguarding the collected data. NCES is authorized to conduct these studies by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) and the Higher Education Opportunity Act of 2008 (HEOA 2008, 20 U.S.C. §1015). All of the information you provide 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 (20 U.S.C. §9573 and 6 U.S.C. §151). Additional information, including reports based on data from previous rounds of HSLs:09 and BPS:12, is available on the NCES website at <https://nces.ed.gov/surveys/>.

We ask that you log in to the secure NCES Postsecondary Data Portal website and designate a primary coordinator (PC) for the 2017 institution data collections. The login information is included at the bottom of this letter. (Please note that the password is temporary and you will need to create a new one the first time you log in.) Please also pass along the two request packets you received with this letter to the PC. RTI staff will be in touch with him/her to answer questions and will send another copy of the request packets, if needed.

If you have any questions about the studies or the data collection process, please contact the Help Desk at 1-855-500-1441 or via e-mail at [PortalHelp@rti.org](mailto:PortalHelp@rti.org). You may also direct questions to Sean Simone, Ph.D. at NCES at 1-202-245-7631 or at [Sean.Simone@ed.gov](mailto:Sean.Simone@ed.gov).

We look forward to your participation in this important study. Thank you for your cooperation.

Sincerely,

Christopher Chapman  
Associate Commissioner  
National Center for Education Statistics

## Enclosures

For more information on the data collection, please visit:

<https://surveys.nces.ed.gov/portal>

IR Director user name: (UserName)  
Your temporary password: (Password)

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NCES is authorized to conduct the High School Longitudinal Study of 2009 (HSLs:09) and the 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) and the Higher Education Opportunity Act of 2008 (HEOA 2008, 20 U.S.C. §1015). The data are being collected for NCES by RTI International, a U.S.-based nonprofit research organization. All of the information you provide 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 (20 U.S.C. §9573 and 6 U.S.C. §151).

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 numbers for these voluntary information collections are 1850-0852 (HSLs:09) and 1850-0631 (BPS:12). The time required to complete the information collections is estimated to average approximately 3.3 hours per response (HSLs:09) and 11.6 hours per response (BPS:12), including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving the collections, or any comments or concerns regarding the status of your individual submission, please write directly to: Postsecondary Data Portal Studies, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202.

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## Student Records Collection—Request Letter from NCES to Financial Aid Director or Designee—Joint Study Collection

The text of the letter is also sent in an e-mail.

<date>

«salutation» «fname» «lname»

«Title»

«entity\_name»

«phys\_addr1»

«phys\_addr2»

«phys\_city», «phys\_state» «phys\_zip»

### Student Records Data Due: «expected\_Date\_curr»

Dear «salutation» «lname»,

(Institution) has been selected to participate in the High School Longitudinal Study of 2009 (HSLs:09) and 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection. The studies are authorized by federal law under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) and the Higher Education Opportunity Act of 2008 (HEOA 2008, 20 U.S.C. §1015). HSLs:09 and BPS:12 are being conducted by NCES with data collection being carried out by RTI International, a nonprofit research organization. We are writing to ask that you provide student record data for sampled students who attended your institution.

To facilitate the data submission process, we have developed the web-based Postsecondary Data Portal (PDP) through which you or your staff will be able to provide data for your selected students. The secure PDP website is available at: <https://surveys.nces.ed.gov/portal>. We have enclosed a *Quick Guide to Providing Student Records Data* describing how to access and use the PDP. On the PDP, you will find the list of your sampled students and details on what data we need to obtain for each. We ask that you please provide the requested data on or before **[DUE DATE]**.

There are three different methods available for providing student data through the PDP. Data may be entered directly into the web-based system, you may download and complete an Excel template which is then uploaded to the PDP, or a programmer at your institution may create and upload data files following the specifications on the website. Regardless of the method you choose, you will be able to review the provided data on a screen in the PDP.

Please be assured that the security of your students' data is of the utmost importance, and our Student Records collection process has been developed with this in mind. The system encrypts all data with the latest technologies before transmitting them over the Internet to NCES. In addition, access to the list of students (and to the forms used to enter their data) will require authentication using a user name and unique password. If you are the Primary Coordinator, they are printed below for your convenience. Please note the password is temporary and you will need to choose a new one the first time you log in. If you are not the Primary Coordinator for this collection, please contact him/her (<fillPCname> at your institution) to receive login credentials.

Soon, we will call you to confirm your receipt of this material and the completion date for providing student records data. RTI's Help Desk staff will be available from 9:00 a.m. to 6:00 p.m. ET, Monday through Friday, to answer any questions you may have about the collection or about using the PDP. You may contact the Help Desk at 1-855-500-1441, toll-free, or via e-mail at [PortalHelp@rti.org](mailto:PortalHelp@rti.org).

Again, thank you for your continued participation in this important study.

Sincerely,

Elise Christopher, Ph.D.  
Project Officer, HSLS:09  
National Center for Education Statistics

Sean Simone, Ph.D.  
Project Officer, BPS:12 Student Records  
National Center for Education Statistics

Please log in to the Postsecondary Data Portal website at:

<https://surveys.nces.ed.gov/portal>

*If mailing to the primary coordinator, fill:*

Primary Coordinator user name: «entity\_id»

Your temporary password: «password»

*If mailing to other staff, fill:*

Please contact the PDP Primary Coordinator at your institution,  
<fill name> for log in credentials.

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NCES is authorized to conduct the High School Longitudinal Study of 2009 (HSLS:09) and the 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) and the Higher Education Opportunity Act of 2008 (HEOA 2008, 20 U.S.C. §1015). The data are being collected for NCES by RTI International, a U.S.-based nonprofit research organization. All of the information you provide 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 (20 U.S.C. §9573 and 6 U.S.C. §151).

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 numbers for these voluntary information collections are 1850-0852 (HSLS:09) and 1850-0631 (BPS:12). The time required to complete the information collections is estimated to average approximately 3.3 hours per response (HSLS:09) and 11.6 hours per response (BPS:12), including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving the collections, or any comments or concerns regarding the status of your individual submission, please write directly to: Postsecondary Data Portal Studies, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202.

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## Student Records Collection—FAQ Sheet for Financial Aid Director or Designee— Joint Study Collection

This sheet is included in the request packet.

### Student Records Frequently Asked Questions (FAQs)

#### 1. Do we need to have the student's permission before providing this information?

No. Student or parental consent is not required for release of student record information for the purposes of these studies. The data request conforms fully to the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA) (34 CFR Part 99). Under FERPA's general consent rule, NCES is authorized to obtain student level data from institutions for any study-eligible student, without prior consent, if the disclosure is to authorized representatives of the Secretary of Education [34 CFR §§ 99.31(a)(3) and 99.35]. Student data are subject to strict protections that are adhered to by NCES and its contractor organizations. You can review this regulation on the U.S. Department of Education's website at <http://www2.ed.gov/policy/gen/reg/ferpa>.

FERPA regulations also stipulate that all disclosures be reported in the student record, with an indication of who received the information and their legitimate interests in the information. For schools without electronic student record systems, a Disclosure Notice may also be printed after log in from the Reference Materials page. These notices fulfill the requirements of 34 CFR 99.32(a) pursuant to the Family Educational Rights and Privacy Act (20 U.S.C. §1232g). Electronic student record systems will require the insertion of a similar statement.

#### 2. By what authority does NCES collect this information?

Congress has authorized (20 U.S.C. §9543) the National Center for Education Statistics (NCES) within the U.S. Department of Education to conduct education studies in compliance with the Education Sciences Reform Act of 2002 (20 U.S.C. §9573), the Federal Statistical Confidentiality Order of 1997, the Privacy Act of 1974 [5 U.S.C. 552a], and the E-Government Act of 2002. Both the 2011-12 Beginning Postsecondary Students Longitudinal Study (BPS:12) and the High School Longitudinal Study of 2009 (HSLs:09) have been approved by the U.S. Office of Management and Budget (OMB).

BPS:12 OMB Control Number 1850-0631 Expiration Date 1/31/2020

HSLs:09 OMB Control Number 1850-0852 Expiration Date 12/31/2018

#### 3. Where do I go for the information requested?

The information needed for each of the sampled students is typically collected from three distinct (document or online) sources at your institution: the Admissions or Registrar's Office; the Bursar's or Business Office; and the Financial Aid Office. If you require assistance after reviewing the enclosed *Quick Guide to Providing Student Records Data*, please contact the Help Desk with your questions at 1-855-500-1441, toll-free, or via e-mail at [PortalHelp@rti.org](mailto:PortalHelp@rti.org).

#### 4. Can I provide data files instead of keying data into the web-based system?

Yes. You can download an Excel template to create the data file we need, or you or a programmer can create data files according to the specifications available on the Student Records Data page of the Postsecondary Data Portal (PDP) website. If you have questions, please contact the Help Desk at 1-855-500-1441 or e-mail [PortalHelp@rti.org](mailto:PortalHelp@rti.org).

## Student Records Collection—Disclosure Notice—Joint Study Collection

Information from student records for this individual has been provided to RTI International, a data collection agent for the High School Longitudinal Study of 2009 (HSLs:09) and the 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12), conducted by the National Center of Education Statistics (NCES) within the U.S. Department of Education. This disclosure statement fulfills the requirement of 34 CFR 99.32(a) pursuant to the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. §1232g).

Strict protection of all information obtained for HSLs:09 and BPS:12 is assured by current federal laws and regulations. All of the information provided 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 (20 U.S.C. §9573 and 6 U.S.C. §151).

HSLs:09 OMB # 1850-0852; Expiration Date: 12/31/2018

BPS:12 OMB # 1850-0631; Expiration Date:01/31/2020

## Student Records Collection—RTI Letter to Financial Aid Director or Designee for Additional Students—Joint Study Collection

The text of the letter is also sent in an e-mail.

<date>

«salutation» «fname» «lname»

«entity\_name»

«phys\_addr2»

«phys\_city», «phys\_state» «phys\_zip»

Student Records Data Due: «expected\_Date\_curr»

Dear «salutation» «lname»,

Thank you for your continued participation in the High School Longitudinal Study of 2009 (HSL:09) and 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection. You recently provided student record data for the sampled students who attended your institution. We now ask that you provide data for additional sampled students whom we have recently learned attended your institution. Please complete the record abstraction and provide the requested data for these students on or before **[DUE DATE]**.

You or someone on your staff will be able to provide data for your selected students through the secure NCES Postsecondary Data Portal (PDP), located at: <https://surveys.nces.ed.gov/portal>.

To assist you with the process of providing student record data, we have enclosed a *Quick Guide to Providing Student Records Data* describing how to access and use the PDP for this purpose. You can find details on what data we need to obtain for each sampled student from the Instructions link on the PDP. A list of your sampled students can also be found on the website, and you can easily print a hardcopy if you would like one.

You may recall that there are three different methods available for providing the student data through the PDP. Regardless of the method you choose, you will be able to review your provided data on screen in the PDP.

Please be assured that the security of your students' data continues to be of the utmost importance, and the collection process has been developed with this in mind. The system encrypts all data, with the latest technologies before transmitting them over the Internet to NCES. In addition, access to the list of students (and to the forms used to enter their data) will require authentication using a user name and unique password.

Soon, we will call you to confirm your receipt of this material and the completion date for providing the requested data. RTI's Help Desk staff will be available from 9:00 a.m. to 6:00 p.m. ET, Monday through Friday, to answer any questions you may have about the study or about using the Student Records system. You may contact the Help Desk at 1-855-500-1441, toll-free, or via e-mail at [PortalHelp@rti.org](mailto:PortalHelp@rti.org).

Again, thank you for your continued participation in this important study.

Sincerely,

Elise Christopher, Ph.D.  
Project Officer, HSL:09  
National Center for Education Statistics

Sean Simone, Ph.D.  
Project Officer, BPS:12 Student Records  
National Center for Education Statistics

Please log in to the Postsecondary Data Portal website at:

<https://surveys.nces.ed.gov/portal>

*If mailing to the primary coordinator, fill:*

Primary Coordinator user name: «UserName»

Your temporary password: «password»

*If mailing to other staff, fill:*

Please contact the PDP Primary Coordinator at your institution,  
<fill name> for login credentials.

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NCES is authorized to conduct the High School Longitudinal Study of 2009 (HSL:09) and the 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) and the Higher Education Opportunity Act of 2008 (HEOA 2008, 20 U.S.C. §1015). The data are being collected for NCES by RTI International, a U.S.-based nonprofit research organization. All of the information you provide 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 (20 U.S.C. §9573 and 6 U.S.C. §151).

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 numbers for these voluntary information collections are 1850-0852 (HSL:09) and 1850-0631 (BPS:12). The time required to complete the information collections is estimated to average approximately 3.3 hours per response (HSL:09) and 11.6 hours per response (BPS:12), including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving the collections, or any comments or concerns regarding the status of your individual submission, please write directly to: Postsecondary Data Portal Studies, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202.

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## Student Records Collection—Sample Reminder E-mail 1 to Financial Aid Director or Designee—Joint Study Collection

Dear «salutation» «lname»:

I am writing as a follow-up to the package you should have received recently that included a letter from us about the High School Longitudinal Study of 2009 (HSLs:09) and 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection, being carried out by RTI International on behalf of the National Center for Education Statistics (NCES).

The letter requested that you log on to the secure NCES Postsecondary Data Portal (PDP) to provide institution record data for sampled students. The PDP website is located at <https://surveys.nces.ed.gov/portal>. The data your institution provides are very important to the success of the studies.

*If sending to the primary coordinator, fill:*

A user ID and password were provided in earlier materials. Please contact the Help Desk if you need assistance logging in.

*If sending to other staff, fill:*

If you need a user name and password, please contact the Primary Coordinator at your institution, <name>.

If you have any questions about the studies or procedures involved, please contact the Help Desk at 1-855-500-1441, or via e-mail at [PortalHelp@rti.org](mailto:PortalHelp@rti.org).

Thank you again for your cooperation.

Sincerely,

Daniel Pratt  
Director, HSLs:09

Kristin Dudley  
Director, BPS:12 Student Records

OMB Control Numbers: 1850-0852 (HSLs:09) and 1850-0631 (BPS:12)  
Learn more about our confidentiality procedures at: <https://surveys.nces.ed.gov/portal>.

## Student Records Collection—Sample Reminder E-mail 2 to Financial Aid Director or Designee—Joint Study Collection

Dear «salutation» «lname»:

I am writing to remind you about the High School Longitudinal Study of 2009 (HSLs:09) and the 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection. By providing institution record data for the sampled students, you make an important contribution to research that will help legislators and researchers understand how students and their families meet the cost of education beyond high school and the relationship between these costs and persistence and attainment in education.

If you are currently preparing the data, thank you. If you have not begun, please do so. We need representation of all of the types of institutions and students to compile the most valuable, accurate data.

The secure NCES Postsecondary Data Portal website is located at <https://surveys.nces.ed.gov/portal>.

*If sending to the primary coordinator, fill:*

A user ID and password were provided in earlier materials. Please contact the Help Desk if you need assistance logging in.

*If sending to other staff, fill:*

If you need a user name and password, please contact the Primary Coordinator at your institution, <name>.

HSLs:09 and BPS:12 are being conducted by the National Center for Education Statistics (NCES), of the U.S. Department of Education, with data being collected by RTI International, a nonprofit research organization.

If you have any questions about the study or procedures involved, please contact the Help Desk at 1-855-500-1441 or via e-mail at [PortalHelp@rti.org](mailto:PortalHelp@rti.org).

Thank you again for your cooperation.

Sincerely,

Daniel Pratt  
Director, HSLs:09

Kristin Dudley  
Director, BPS:12 Student Records

OMB Control Numbers: 1850-0852 (HSLs:09) and 1850-0631 (BPS:12)  
Learn more about our confidentiality procedures at: <https://surveys.nces.ed.gov/portal>.

## Student Records Collection—Quick Guide to Providing Student Records Data—Joint Study Collection

There are 2 steps for providing student records data. To complete them, log in to the secure National Center for Education Statistics' Postsecondary Data Portal (PDP) website at <https://surveys.nces.ed.gov/portal>. Log in at the **GET STARTED** → prompt using the username and password printed on the letter or e-mail you received from RTI. If you are not the primary coordinator, please contact him/her for log in credentials.

*NOTE: To ensure the security of your student data, you must log off when you are going to be away from your computer and when you are finished with a data entry session.*

### 1. Provide Institution Information for Student Records

Before you begin entering student data, you will need to enter information about your institution.

- From the Task Menu, click [Provide Institution Information for Student Records](#).
- Enter the requested information including how you prefer to report student enrollment status, by term or by month. If you select to report by term, provide your institution's terms for the requested academic years.
- Review the List of Sampled Students.
- Click the [Submit & Return to Task Menu](#) or the [Submit & Go to Next Section](#) button at the bottom of the page.

After you submit, the information can be viewed, but not changed. The link on the Task Menu changes to [View Institution Information for Student Records](#) and the [Submit](#) buttons on the Institution Information page disappear.

### 2. Provide Student Record Information

The student-level data we are requesting include contacting information as well as budget, enrollment, and financial aid awarded.<sup>1</sup>

- From the Task Menu, click [Provide Student Record Information](#).
- On the Mode Selection page, select which mode you will use to provide data.

There are 3 options available for providing the information: entering data online, entering data offline and then uploading, or uploading data files. Each is described below.

#### Option 1: Entering Data Online (Web Mode)

- Click [Web Mode](#).
- Select a student and section from the Web Mode Grid and begin keying. The Enrollment, Budget, and Financial Aid sections may request data for multiple academic years. Please note the tabs with the years on them in these sections.

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<sup>1</sup> Further detail on the data requested may be found by logging in to the PDP website, clicking [Reference Materials](#), and then viewing the [Student Records Item Overview](#).

- Click [Finalize](#) at the bottom of each section after you complete it. This saves and performs error checks and will highlight missing data and data values that are out of the expected range.
- After you have entered data for a section, you can either continue on to another section for that student or select another student. To select another student, click the link [Back to Web Mode Grid](#) and click on a new student and section.
- Once you have completed entering all data for a student, click [Finalize \(Student Name\)](#) at the bottom of his or her web page.
- When you are done entering data for all students, or if you want to check on your progress, return to the Web Mode Grid page. The grid contains icons indicating the status of each section: not started, in progress, errors present, or complete.
- After you have entered all available data for all students, click [Finalize All Student Record Information](#) at the bottom of the Web Mode Grid page. You will no longer be able to edit or enter data.

### Option 2: Entering Data Offline and then Uploading (Excel Mode)

You may download an Excel template to key or cut and paste in the requested data and then upload the file.

- Click [Excel Mode](#).
- Check the “I agree” box in Step 1 and click [Download Student Info File](#).
- Step 2 is to review the downloaded file and make corrections to the sampled students’ names, Student IDs (if known), Social Security Numbers, and dates of birth. To protect students’ privacy, we will only include the Student ID in the Excel template you will download next. To ensure that you can identify the students in the Excel template, provide a unique Student ID for each student in the Student Identifying Information file. The Student ID can be any unique value that your institution can use to identify the student in your records.
- Upload your completed Student Identifying Information file in Step 3.
- Check the “I agree” box in Step 4 and click Download Excel Template. Save the file. For institutions with more than 100 sampled students, the template will generate overnight and be available to download the next day. We recommend that these institutions use CSV mode.
- For Step 5, complete the worksheets in the template corresponding to the student information, enrollment, budget, and financial aid data for your students. The Enrollment, Budget, and Financial Aid sections may request data for multiple academic years.

- When keying is complete, click **Select File** in Step 6 and select your saved file to upload. The grid in Step 6 displays a list of each file you have uploaded. When a file is uploaded, it is checked for errors (such as values outside of expected ranges). If errors are detected, a **Show Errors** button will appear. Please view and correct any errors before attempting to upload the file again.
- Click [Review Your Data](#) in Step 7 to review your uploaded data in a grid.
- After you have successfully uploaded your file and are ready to submit final data, click [Finalize All Student Record Information](#) in Step 8. You will no longer be able to edit data.

### Option 3: Uploading Data Files (CSV Mode)

You or other staff at your institution can create and upload each of the four required comma separated values (CSV) data files following our specifications.

- Click [CSV Mode](#).
- Click [Download CSV Specs](#) to view or save the specifications in Step 1.
- Click [Download List](#) to view or save the list of sampled students in Step 2.
- When a file is ready for upload, click on the tab for the type of file, such as [Enrollment](#), in Step 3. Click [Browse](#), select your saved file to upload, and click [Upload File](#). The grid in Step 3 displays a list of each file you have uploaded. When a file is uploaded, it is checked for errors (such as values outside of expected ranges). If errors are detected, a [Show Errors](#) button will appear. Please view and correct any errors before attempting to upload the file again.
- Click [Review Your Data](#) in Step 4 to review your uploaded data in a grid.
- After you have successfully uploaded your 4 files and are ready to submit final data, click [Finalize All Student Record Information](#) in Step 5. You will no longer be able to edit data.

Regardless of the mode you select, clicking the [Finalize All Student Record Information](#) button alerts us that we may begin processing your data and will generate an e-mail to you confirming submission of the data.

Additional information, including answers to frequently asked questions, is available on the PDP website, <https://surveys.nces.ed.gov/portal>. If you need assistance, please contact the Help Desk toll-free at 1-855-500-1441 or via e-mail at [PortalHelp@rti.org](mailto:PortalHelp@rti.org).

## Student Records Collection—Text for Student Records Brochure—BPS:12 Only

### 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection

The National Center for Education Statistics (NCES), U.S. Department of Education, is conducting the 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12). This national study of first time beginning postsecondary students includes the collection of student records data. BPS:12 data, collected under authority of the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. § 9543), will provide information that allows researchers and policy analysts to explore basic issues about postsecondary affordability and about the recipients of student financial assistance. NCES has contracted with RTI International, a nonprofit research organization, to collect the data on its behalf.

BPS is unique as the only nationally-representative study of all students (including nontraditional students who delayed postsecondary entry and those in short-term vocational programs) who began postsecondary education for the first time in the same academic year and following them throughout the entire postsecondary education system over a number of years. As a result, BPS provides a much more accurate portrait of these students' persistence, attainment, and experiences than do studies that focus only on the first institution or rely on institution-reported data alone.

Assistance is needed from institutions to make the results of this study comprehensive, accurate, and timely. We are collecting information related to enrollment and financial aid information for students who are sample members in BPS:12.

#### *How Will the Study Be Conducted?*

BPS:12 data are being collected for the National Center for Education Statistics (NCES) by RTI International, a nonprofit research organization. The BPS:12 sample includes more than 35,000 students and former students who were sampled for this study as first time beginning postsecondary students in 2011-12. We ask that institution staff provide student record information (e.g., enrollment status, aid package received) for BPS:12 participants who attended the institution.

Data are provided through a web interface over the secure NCES Postsecondary Data Portal (PDP) website—either by data entry, uploading electronic data files, or a combination of both. The user friendly PDP has been developed to minimize the burden on institutional staff in providing student record data.

The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 1232[g]) allows for the release of institution record information to the Secretary of Education or his agent without prior consent of survey members (34 CFR §§ 99.31[a][3] and 99.35). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose except as required by law (ESRA 2002, 20 U.S.C. § 9573). RTI International, as the contractor for NCES, has been given the authority to collect information from institution records under federal law.

#### *Purpose of the Data Collection*

The purpose of the BPS student records collection is to address issues concerning the types, sources, and amounts of student aid received across years of attendance. Despite access to federal aid databases, a complete picture of all nonfederal inputs into student financial aid has been lacking in the postsecondary longitudinal studies. Availability of financial aid is important at all points in the postsecondary process (initial access and choice, persistence, transfer and, ultimately, educational attainment). This student records collection will contribute significant data to help complete the picture of financial aid.

**Authorization of Data Collection**

NCES is required to follow strict procedures to protect personal information in the collection, reporting, and publication of data. All individually identifiable information supplied by individuals or institutions 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).

For assistance with the BPS:12 Student record Collection, please contact:

**Help Desk**

<helpdeskphone> (toll-free)

**At RTI International**

Tiffany Mattox  
Records Collection Manager, BPS:12 Student Records  
1-855-500-1441  
[PortalHelp@rti.org](mailto:PortalHelp@rti.org)

Kristin Dudley  
Director, BPS:12 Student Records  
1-919-541-6855  
[marvill@rti.org](mailto:marvill@rti.org)

**At the National Center for Education Statistics**

Sean Simone  
Project Officer, BPS:12 Student Records  
1-202-245-7631  
[sean.simone@ed.gov](mailto:sean.simone@ed.gov)

Conducted by  
U.S. Department of Education  
National Center for Education Statistics  
Washington, DC  
<https://nces.ed.gov>

<date>

## Postsecondary Data Portal Flyer Text

*This informational flyer is handed out to any institution staff at conferences and similar venues. Its distribution is not limited to sample members of specific studies.*

National Center for Education Statistics (NCES)

Postsecondary Data Portal (PDP)

Institutions can now provide data for NCES sample studies<sup>2</sup> easily—at one central location!

### **What is the Postsecondary Data Portal?**

The Postsecondary Data Portal (PDP) is a website that was created with input from institutions like yours!

By taking advantage of the PDP, you can help NCES collect data on students in our sample studies (e.g., NPSAS, BPS, B&B, HSLS). These data provide much-needed information on vital concerns to students, families, policymakers, and the academic community.

Visit <https://nces.ed.gov/surveys/> for more information on these studies.

### **Key Benefits**

- Eliminates the need to visit a separate website for each NCES sample study in which you are asked to participate
- Creates consistency across studies, as all data are collected using the same interface
- Presents frequently asked questions, timelines, confidentiality information, and contact information for each study currently in progress
- Gives valuable information on current studies' objectives and research questions, as well as access to data and publications from previous studies
- Provides easy access to the NCES DataLab, where you can create tables and graphs with data from NCES sample studies

### **How do I use the PDP?**

We will contact you when your institution is in an active data collection and supply you with your PDP username and password.

The PDP Task Menu will list the steps to follow to provide data.

Depending on your institution's capabilities and specific request, you can choose the most convenient way to provide your data.

Visit the PDP website at <https://surveys.nces.ed.gov/portal>.

For additional questions, you can contact our help desk at 1-855-500-1441 or [PortalHelp@rti.org](mailto:PortalHelp@rti.org). Help Desk staff are available from 9:00 a.m. to 6:30 p.m. Eastern time, Monday – Friday.

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<sup>2</sup> Does not include Integrated Postsecondary Education Data System (IPEDS).

## **Appendix D. Student Records Instrument Specifications**

Item name	Label / Wording
<b>Section: Institution Information</b>	
BEARLY	<p>Later, you will be asked to provide data for your sampled students in the following areas: General Student Information, Enrollment, Budget, and Financial Aid. The list of specific data elements that will be requested is available <a href="#">[here]</a>.</p> <p>Please select the earliest year that you could report any data, even if you could not report all data for that year.</p> <p> <input type="radio"/> 2011–2012  <input type="radio"/> 2012–2013  <input type="radio"/> 2013–2014  <input type="radio"/> 2014–2015  <input type="radio"/> 2015–2016  <input type="radio"/> 2016–2017         </p>
B12TMNAM[01-12]	<p>Please provide your institution's terms for each of the academic years listed below. Later, you will be asked to indicate each sampled student's enrollment status (e.g., full-time, half-time) during each of the terms you provide.</p> <p>Enter the name, start date, and end date of each of the terms/enrollment periods occurring at <a href="#">[institution name]</a> between July 1 and June 30 in each academic year.</p> <p>Please include:</p> <ul style="list-style-type: none"> <li>• Summer sessions.</li> <li>• Short sessions longer than two weeks in duration.</li> <li>• Terms for special types of students (e.g., medical students).</li> </ul> <p>NOTE: Terms may start prior to July 1 or end after June 30, but some portion of the term must occur between July 1 and June 30.</p> <p>Note that summer sessions should be included if any portion of the term falls within the period of July 1 through June 30. For additional help on how to report summer sessions, click <a href="#">[here]</a>.</p> <p><i>NOTE: The text above is visible while the respondent reports terms for each of six academic years (2011–12 through 2016–17). The text below is specific to the 2011–12 academic year and appears only while the respondent is entering terms for that year.</i></p> <p style="text-align: right;"><i>(Text for this item continues on the next page)</i></p>

Item name	Label / Wording
B12TMNAM[01-12]	<p><i>(Continued from previous)</i></p> <p>Enter the name, start date, and end date of each of the terms/enrollment periods occurring at [institution name] between July 1, 2011 and June 30, 2012.</p> <p>NOTE: Terms may start prior to June 1 or end after June 30, but some portion of the term must occur between July 1, 2011 and June 30, 2012.</p> <p>Term [1-12] Name <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
B13TMNAM[01-12]	<p>Enter the name, start date, and end date of each of the terms/enrollment periods occurring at [institution name] between July 1, 2012 and June 30, 2013.</p> <p>NOTE: Terms may start prior to June 1 or end after June 30, but some portion of the term must occur between July 1, 2012 and June 30, 2013.</p> <p>Term [1-12] Name <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
B14TMNAM[01-12]	<p>Enter the name, start date, and end date of each of the terms/enrollment periods occurring at [institution name] between July 1, 2013 and June 30, 2014.</p> <p>NOTE: Terms may start prior to June 1 or end after June 30, but some portion of the term must occur between July 1, 2013 and June 30, 2014.</p> <p>Term [1-12] Name <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
B15TMNAM[01-12]	<p>Enter the name, start date, and end date of each of the terms/enrollment periods occurring at [institution name] between July 1, 2014 and June 30, 2015.</p> <p>NOTE: Terms may start prior to June 1 or end after June 30, but some portion of the term must occur between July 1, 2014 and June 30, 2015.</p> <p>Term [1-12] Name <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>

Item name	Label / Wording
B16TMNAM[01-12]	<p>Enter the name, start date, and end date of each of the terms/enrollment periods occurring at [institution name] between July 1, 2015 and June 30, 2016.</p> <p>NOTE: Terms may start prior to June 1 or end after June 30, but some portion of the term must occur between July 1, 2015 and June 30, 2016.</p> <p>Term [1-12] Name <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
B17TMNAM[01-12]	<p>Enter the name, start date, and end date of each of the terms/enrollment periods occurring at [institution name] between July 1, 2016 and June 30, 2017.</p> <p>NOTE: Terms may start prior to June 1 or end after June 30, but some portion of the term must occur between July 1, 2016 and June 30, 2017.</p> <p>Term [1-12] Name <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
B[12-17]TMBEG[01-12]	<p>Term [1-12] Start Date</p> <p>Month: <input type="text" value="-Select one-"/></p> <p>Day: <input type="text" value="-Select one-"/></p> <p>Year: <input type="text" value="-Select one-"/></p> <p><i>NOTE: This item repeats for six academic years, 2011–12 through 2016–17, and for each term (up to 12 terms in each academic year).</i></p>
B[12-17]TMEND[01-12]	<p>Term [1-12] End Date</p> <p>Month: <input type="text" value="-Select one-"/></p> <p>Day: <input type="text" value="-Select one-"/></p> <p>Year: <input type="text" value="-Select one-"/></p> <p><i>NOTE: This item repeats for six academic years, 2011–12 through 2016–17, and for each term (up to 12 terms in each academic year).</i></p>

Item name	Label / Wording
CRSUNIT	<p>Units per Course</p> <p>How many units of credit does your institution typically award upon satisfactory completion of a standard academic course (e.g., English 101)?</p> <ul style="list-style-type: none"><li><input type="radio"/> One unit</li><li><input type="radio"/> Three units</li><li><input type="radio"/> Other amount</li><li><input type="radio"/> Differs by program, course, class level, or for some other reason</li><li><input type="radio"/> Institution is clock hour only</li></ul>

Item name	Label / Wording
<b>Section: General Student Information</b>	
FNAME	First Name <input type="text"/>
MNAME	Middle Name <input type="text"/>
LNAME	Last Name <input type="text"/>
SUFFIX	Suffix <input type="text"/>
SOCIAL	Social Security Number/SSN <input type="text"/>
ASTHDOB	Date of Birth/DOB  Month: <input type="text" value="-Select one-"/> Day: <input type="text" value="-Select one-"/> Year: <input type="text" value="-Select one-"/>
ASGENDER	Sex  <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Unknown
AMARITAL	Marital Status  <input type="radio"/> Not married (single, widowed, divorced) <input type="radio"/> Married <input type="radio"/> Separated <input type="radio"/> Unknown
AMAIKEN	Maiden Name <input type="text"/>
SPOUSEFN	Spouse First Name <input type="text"/>

Item name	Label / Wording
SPOUSEMN	Spouse Middle Name <input type="text"/>
SPOUSELN	Spouse Last Name <input type="text"/>
ACITIZEN	Citizenship Status <input type="radio"/> US citizen or US national <input type="radio"/> Resident alien, permanent resident, or other eligible noncitizen <input type="radio"/> Foreign/International student with student visa <input type="radio"/> Unknown
AVETERAN	Veteran Status (Veteran of U.S. Armed Forces?) <input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> Unknown
AHIGHSCH	High School Completion Type <input type="radio"/> High school diploma <input type="radio"/> GED or other equivalency <input type="radio"/> High school completion certificate <input type="radio"/> Foreign high school <input type="radio"/> Home schooled <input type="radio"/> No high school degree or certificate <input type="radio"/> Unknown
ASHIGHYR	High School Completion Year <input type="text"/>
ASHISPAN	Ethnicity <input type="radio"/> Hispanic or Latino <input type="radio"/> Not Hispanic or Latino <input type="radio"/> Unknown
ASTWHITE	Race: White <input type="radio"/> Yes <input type="radio"/> No

Item name	Label / Wording
ASTBLACK	Race: Black or African American  <input type="radio"/> Yes <input type="radio"/> No
ASTASIAN	Race: Asian  <input type="radio"/> Yes <input type="radio"/> No
ASINDIAN	Race: American Indian or Alaska Native  <input type="radio"/> Yes <input type="radio"/> No
ASISLAND	Race: Native Hawaiian or Other Pacific Islander  <input type="radio"/> Yes <input type="radio"/> No
PERMAD1L	Permanent Address (Line 1) <input type="text"/>
PERMAD2L	Permanent Address (Line 2) <input type="text"/>
PERMCITY	Permanent City <input type="text"/>
PERMSTAT	Permanent State or Province <input type="text" value="- Select State -"/>
PERMZIP	Permanent ZIP <input type="text"/>
PRMCNTRY	Permanent Country (if not USA) <input type="text"/>
LOCAD1L	Last Known/Local Address (Line 1) <input type="text"/>
LOCAD2L	Last Known/Local Address (Line 2) <input type="text"/>

Item name	Label / Wording
LOCCITY	Last Known/Local City <input type="text"/>
LOCSTAT	Last Known/Local State <input type="text" value="- Select State -"/>
LOCZIP	Last Known/Local ZIP <input type="text"/>
SCHSTRES	Is the student a permanent resident of [the state in which the institution is located]?  <input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> Unknown
PHONE1	Phone 1 <input type="text"/>
PHONE1TYPE	Phone 1 Type  <input type="radio"/> Home <input type="radio"/> Mobile <input type="radio"/> Other
PHONE2	Phone 2 <input type="text"/>
PHONE2TYPE	Phone 2 Type  <input type="radio"/> Home <input type="radio"/> Mobile <input type="radio"/> Other
PRSEMAIL	Personal E-mail Address <input type="text"/>
CAMEMAIL	Campus E-mail Address <input type="text"/>
PARFRST	Parent's First Name <input type="text"/>
PARMID	Parent's Middle Name <input type="text"/>

Item name	Label / Wording
PARLAST	Parent's Last Name <input type="text"/>
PARSUF	Parent's Suffix <input type="text"/>
PARAD1L	Parent's Address (Line 1) <input type="text"/>
PARAD2L	Parent's Address (Line 2) <input type="text"/>
PARCITY	Parent's City <input type="text"/>
PARSTAT	Parent's State <input type="text" value="- Select State -"/>
PARZIP	Parent's ZIP <input type="text"/>
PARCNTRY	Parent's Country (if not USA) <input type="text"/>
PAREMAIL	Parent's E-mail <input type="text"/>
PARTEL	Parent's Phone <input type="text"/>
PARCELL	Parent's Cell Phone <input type="text"/>
PARPITL	Parent's International Phone <input type="text"/>
OTHFRST	Other Contact's First Name <input type="text"/>
OTHMID	Other Contact's Middle Name <input type="text"/>
OTHLAST	Other Contact's Last Name <input type="text"/>
OTHSUF	Other Contact's Suffix <input type="text"/>

Item name	Label / Wording
OTHREL	<p>Relationship of Other Contact to Student</p> <p> <input type="radio"/> Parent  <input type="radio"/> Guardian  <input type="radio"/> Sibling  <input type="radio"/> Aunt  <input type="radio"/> Uncle  <input type="radio"/> Grandparent  <input type="radio"/> Spouse  <input type="radio"/> Friend  <input type="radio"/> Colleague  <input type="radio"/> Other  <input type="radio"/> Unknown </p>
OTHAD1L	Other Contact's Address (Line 1) <input type="text"/>
OTHAD2L	Other Contact's Address (Line 2) <input type="text"/>
OTHCITY	Other Contact's City <input type="text"/>
OTHSTAT	Other Contact's State <input type="text" value="- Select State -"/>
OTHZIP	Other Contact's ZIP <input type="text"/>
OTHCNTRY	Other Contact's Country (if not USA) <input type="text"/>
OTHEMAIL	Other Contact's E-mail <input type="text"/>
OTHTEL	Other Contact's Phone <input type="text"/>
OTHCELL	Other Contact's Cell Phone <input type="text"/>

Item name	Label / Wording
<b>Section: Enrollment</b>	
BEERDTMY	<p>Date first enrolled at this institution</p> <p>Month: <input type="text" value="-Select one-"/></p> <p>Day: <input type="text" value="-Select one-"/></p> <p>Year: <input type="text" value="-Select one-"/></p>
BELEDTMY	<p>Date last enrolled at this institution</p> <p>Month: <input type="text" value="-Select one-"/></p> <p>Day: <input type="text" value="-Select one-"/></p> <p>Year: <input type="text" value="-Select one-"/></p>
BEFSTTM	<p>First-time beginning student?</p> <p>A first-time beginning student is defined as an undergraduate student who enrolled in college for the first time at this institution between July 1, 2011 and June 30, 2017, and</p> <ul style="list-style-type: none"> <li>• Has not completed a postsecondary class at this or any other postsecondary institutions prior to July 1, 2011; and</li> <li>• Did not transfer credits into this institution, other than advanced placement (AP) credits, international baccalaureate (IB) credits, or any other postsecondary credit earned prior to high school completion.</li> </ul> <p>Please note that this definition differs from the first-time full-time designation reported to IPEDS.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
BETRANSFER	<p>Accepted transfer credits from another postsecondary institution?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>

Item name	Label / Wording
BERECVBA	<p>Ever received baccalaureate degree?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No  <input type="radio"/> Unknown </p>
BEBADATE	<p>Date baccalaureate degree received</p> <p>Month: <input type="text" value="-Select one-"/></p> <p>Day: <input type="text" value="-Select one-"/></p> <p>Year: <input type="text" value="-Select one-"/></p>
BREMEVER	<p>Ever taken a remedial course</p> <p>Since completing high school, has the student taken any remedial/developmental courses to improve their basic skills in in math, reading, or other subjects?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No </p>
BEACTENG	<p>ACT English score <input type="text"/></p>
BEACTMAT	<p>ACT Mathematics score <input type="text"/></p>
BEACTRDG	<p>ACT Reading score <input type="text"/></p>
BEACTSCI	<p>ACT Science score <input type="text"/></p>
BEACTCOM	<p>ACT Composite score <input type="text"/></p>
BESATCR	<p>SAT Critical Reading score <input type="text"/></p>
BESATMAT	<p>SAT Mathematics score <input type="text"/></p>

Item name	Label / Wording
BESATWRT	SAT Writing score <input type="text"/>

Item name	Label / Wording
<b>Section: Enrollment for 2011–12 Academic Year</b>	
BENR11	<p>Student enrolled in the 2011–2012 academic year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
BENLA12DEG	<p>Program/Degree</p> <p>In what degree program was this student enrolled on June 30, 2012? If the student was no longer enrolled on June 30, 2012, report the degree program for his or her last term enrolled between July 1, 2011 and June 30, 2012.</p> <p>If the student was enrolled in more than one program, enter the highest degree program. If the student was enrolled in a dual degree program in which both degrees are the same level (such as a dual MD/PhD or dual MA/MBA), select the student's primary degree program.</p> <p> <input type="radio"/> Enrolled in undergraduate courses, not in a degree program  <input type="radio"/> Undergraduate certificate or diploma (occupational or technical program)  <input type="radio"/> Associate's degree  <input type="radio"/> Bachelor's degree  <input type="radio"/> Enrolled in graduate courses, not in a degree program  <input type="radio"/> Postbaccalaureate certificate program  <input type="radio"/> Dual bachelor's/master's degree  <input type="radio"/> Master's degree  <input type="radio"/> Post-master's certificate  <input type="radio"/> Doctoral degree—research/scholarship  <input type="radio"/> Doctoral degree—professional practice  <input type="radio"/> Doctoral degree—other  <input type="radio"/> Unknown         </p>

Item name	Label / Wording
BENAD12TYP	<p>Graduate Degree Type</p> <p>In what type of graduate degree program was this student enrolled on June 30, 2012? If the student was no longer enrolled on June 30, 2012, report the graduate degree program type for his or her last term during his or her last term enrolled between July 1, 2011 and June 30, 2012.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="radio"/> Master of Science (MS)  <input type="radio"/> Master of Arts (MA)  <input type="radio"/> Master of Education (Med) or Teaching (MAT)  <input type="radio"/> Master of Business Administration (MBA)  <input type="radio"/> Master of Public Administration (MPA)  <input type="radio"/> Master of Social Work (MSW)  <input type="radio"/> Master of Fine Arts (MFA)  <input type="radio"/> Master of Public Health (MPH)  <input type="radio"/> Master of Divinity (MDiv)  <input type="radio"/> Other master's degree program not listed         </div> <div style="width: 50%;"> <input type="radio"/> Doctor of Philosophy (PhD)  <input type="radio"/> Doctor of Education (EdD)  <input type="radio"/> Doctor of Science or Engineering  <input type="radio"/> Doctor of Psychology (PsyD)  <input type="radio"/> Doctor of Business or Public Admin (DBA, DPA)  <input type="radio"/> Doctor of Fine Arts (DFA)  <input type="radio"/> Doctor of Theology (ThD)  <input type="radio"/> Law (JD, LLB)  <input type="radio"/> Medicine or Osteopathic Medicine (MD, DO)  <input type="radio"/> Dentistry (DDS, DMD)  <input type="radio"/> Chiropractic (DC, DCM)  <input type="radio"/> Pharmacy (PharmD)  <input type="radio"/> Optometry (OD)  <input type="radio"/> Podiatry (DPM, DP, PodD)  <input type="radio"/> Veterinary medicine (DVM)  <input type="radio"/> Other doctoral degree not listed         </div> </div>
BENLALVL12	<p>Class Level</p> <p>Enter the student's class level as of June 30, 2012. If the student was no longer enrolled on June 30, provide the student's class level during his or her last term enrolled between July 1, 2011 and June 30, 2012.</p> <div style="margin-left: 20px;"> <input type="radio"/> First-Year/Freshman  <input type="radio"/> Sophomore  <input type="radio"/> Junior  <input type="radio"/> Senior  <input type="radio"/> 5th Year or Higher Undergraduate  <input type="radio"/> Undergraduate (unclassified)  <input type="radio"/> Student with bachelor's or advanced degree taking undergraduate courses  <input type="radio"/> 1st year Graduate  <input type="radio"/> Beyond 1st year Graduate  <input type="radio"/> Graduate (unclassified)  <input type="radio"/> Unknown         </div>

Item name	Label / Wording
BEDEGDATE12	Degree Completion Date  Month: <input type="text" value="-Select one-"/>  Day: <input type="text" value="-Select one-"/>  Year: <input type="text" value="-Select one-"/>
BENNF GPA12	Cumulative (Unweighted) GPA <input type="text"/>
BECLKHRS12	Total Number of Clock Hours in Program <input type="text"/>
BECLKCOMP12	Cumulative Clock Hours Completed <input type="text"/>
BECDHRS12	Total Number of Credit Hours in Program <input type="text"/>
BECDCOMP12	Cumulative Credit Hours Completed <input type="text"/>
BTUITOT12	Total Tuition and Mandatory Fees CHARGED <input type="text"/>
BTUNJURI12	Residency for Tuition Purposes  <input type="radio"/> In-district <input type="radio"/> In-state <input type="radio"/> Out-of-state <input type="radio"/> No differential tuition based on residency <input type="radio"/> Unknown
BEUNDECL12	Major Undeclared  <input type="radio"/> Yes <input type="radio"/> No
BECIP12MAJ1	First Major CIP Code <input type="text" value="NNNNNN"/>

Item name	Label / Wording
BECRE12MJR1	First Major <input type="text"/>
BECIP12MAJ2	Second Major CIP Code <input type="text" value="NNNNNN"/>
BECRE12MJR2	Second Major <input type="text"/>
BTM12ST[01-12]	<p>Enrollment status [for term 1-12]</p> <p> <input type="radio"/> Not enrolled  <input type="radio"/> Full-time  <input type="radio"/> 3/4-time  <input type="radio"/> Half-time  <input type="radio"/> Less than half-time </p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
BTM12HR[01-12]	<p>Number of Credit or Clock Hours Enrolled [for Term 1-12] <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>

Item name	Label / Wording
<b>Section: Enrollment for 2012–13 Academic Year</b>	
BENR13	<p>Student enrolled in the 2012–2013 academic year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
BENLA13DEG	<p>Program/Degree</p> <p>In what degree program was this student enrolled on June 30, 2013? If the student was no longer enrolled on June 30, 2013, report the degree program for his or her last term enrolled between July 1, 2012 and June 30, 2013.</p> <p>If the student was enrolled in more than one program, enter the highest degree program. If the student was enrolled in a dual degree program in which both degrees are the same level (such as a dual MD/PhD or dual MA/MBA), select the student's primary degree program.</p> <p> <input type="radio"/> Enrolled in undergraduate courses, not in a degree program  <input type="radio"/> Undergraduate certificate or diploma (occupational or technical program)  <input type="radio"/> Associate's degree  <input type="radio"/> Bachelor's degree  <input type="radio"/> Enrolled in graduate courses, not in a degree program  <input type="radio"/> Postbaccalaureate certificate program  <input type="radio"/> Dual bachelor's/master's degree  <input type="radio"/> Master's degree  <input type="radio"/> Post-master's certificate  <input type="radio"/> Doctoral degree—research/scholarship  <input type="radio"/> Doctoral degree—professional practice  <input type="radio"/> Doctoral degree—other  <input type="radio"/> Unknown         </p>

Item name	Label / Wording
BENAD13TYP	<p>Graduate Degree Type</p> <p>In what type of graduate degree program was this student enrolled on June 30, 2013? If the student was no longer enrolled on June 30, 2013, report the graduate degree program type for his or her last term during his or her last term enrolled between July 1, 2012 and June 30, 2013.</p> <div> <div> <input type="radio"/> Master of Science (MS)</div> <div> <input type="radio"/> Master of Arts (MA)</div> <div> <input type="radio"/> Master of Education (Med) or Teaching (MAT)</div> <div> <input type="radio"/> Master of Business Administration (MBA)</div> <div> <input type="radio"/> Master of Public Administration (MPA)</div> <div> <input type="radio"/> Master of Social Work (MSW)</div> <div> <input type="radio"/> Master of Fine Arts (MFA)</div> <div> <input type="radio"/> Master of Public Health (MPH)</div> <div> <input type="radio"/> Master of Divinity (MDiv)</div> <div> <input type="radio"/> Other master's degree program not listed</div> </div> <div> <div> <input type="radio"/> Doctor of Philosophy (PhD)</div> <div> <input type="radio"/> Doctor of Education (EdD)</div> <div> <input type="radio"/> Doctor of Science or Engineering</div> <div> <input type="radio"/> Doctor of Psychology (PsyD)</div> <div> <input type="radio"/> Doctor of Business or Public Admin (DBA, DPA)</div> <div> <input type="radio"/> Doctor of Fine Arts (DFA)</div> <div> <input type="radio"/> Doctor of Theology (ThD)</div> <div> <input type="radio"/> Law (JD, LLB)</div> <div> <input type="radio"/> Medicine or Osteopathic Medicine (MD, DO)</div> <div> <input type="radio"/> Dentistry (DDS, DMD)</div> <div> <input type="radio"/> Chiropractic (DC, DCM)</div> <div> <input type="radio"/> Pharmacy (PharmD)</div> <div> <input type="radio"/> Optometry (OD)</div> <div> <input type="radio"/> Podiatry (DPM, DP, PodD)</div> <div> <input type="radio"/> Veterinary medicine (DVM)</div> <div> <input type="radio"/> Other doctoral degree not listed</div> </div>
BENLALVL13	<p>Class Level</p> <p>Enter the student's class level as of June 30, 2013. If the student was no longer enrolled on June 30, provide the student's class level during his or her last term enrolled between July 1, 2012 and June 30, 2013.</p> <div> <input type="radio"/> First-Year/Freshman</div> <div> <input type="radio"/> Sophomore</div> <div> <input type="radio"/> Junior</div> <div> <input type="radio"/> Senior</div> <div> <input type="radio"/> 5th Year or Higher Undergraduate</div> <div> <input type="radio"/> Undergraduate (unclassified)</div> <div> <input type="radio"/> Student with bachelor's or advanced degree taking undergraduate courses</div> <div> <input type="radio"/> 1st year Graduate</div> <div> <input type="radio"/> Beyond 1st year Graduate</div> <div> <input type="radio"/> Graduate (unclassified)</div> <div> <input type="radio"/> Unknown</div>

Item name	Label / Wording
BEDEGDATE13	Degree completion date  Month: <input type="text" value="-Select one-"/>  Day: <input type="text" value="-Select one-"/>  Year: <input type="text" value="-Select one-"/>
BENNF GPA13	Cumulative (Unweighted) GPA <input type="text"/>
BECLKHRS13	Total Number of Clock Hours in Program <input type="text"/>
BECLKCOMP13	Cumulative Clock Hours Completed <input type="text"/>
BECDHRS13	Total Number of Credit Hours in Program <input type="text"/>
BECDCOMP13	Cumulative Credit Hours Completed <input type="text"/>
BTTUITOT13	Total Tuition and Mandatory Fees CHARGED <input type="text"/>
BTUNJURI13	Residency for Tuition Purposes  <input type="radio"/> In-district <input type="radio"/> In-state <input type="radio"/> Out-of-state <input type="radio"/> No differential tuition based on residency <input type="radio"/> Unknown
BEUNDECL13	Major Undeclared  <input type="radio"/> Yes <input type="radio"/> No
BECIP13MAJ1	First Major CIP Code <input type="text" value="NNNNNN"/>

Item name	Label / Wording
BECRE13MJR1	First Major <input type="text"/>
BECIP13MAJ2	Second Major CIP Code <input type="text" value="NNNNNN"/>
BECRE13MJR2	Second Major <input type="text"/>
BTM13ST[01-12]	<p>Enrollment Status [for term 1-12]</p> <p> <input type="radio"/> Not enrolled  <input type="radio"/> Full-time  <input type="radio"/> 3/4-time  <input type="radio"/> Half-time  <input type="radio"/> Less than half-time         </p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
BTM13HR[01-12]	<p>Number of Credit or Clock Hours Enrolled [for term 1-12] <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>

Item name	Label / Wording
<b>Section: Enrollment for 2013–14 Academic Year</b>	
BENR14	<p>Student enrolled in the 2013–2014 academic year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
BENLA14DEG	<p>Program/Degree</p> <p>In what degree program was this student enrolled on June 30, 2014? If the student was no longer enrolled on June 30, 2014, report the degree program for his or her last term enrolled between July 1, 2013 and June 30, 2014.</p> <p>If the student was enrolled in more than one program, enter the highest degree program. If the student was enrolled in a dual degree program in which both degrees are the same level (such as a dual MD/PhD or dual MA/MBA), select the student's primary degree program.</p> <p> <input type="radio"/> Enrolled in undergraduate courses, not in a degree program  <input type="radio"/> Undergraduate certificate or diploma (occupational or technical program)  <input type="radio"/> Associate's degree  <input type="radio"/> Bachelor's degree  <input type="radio"/> Enrolled in graduate courses, not in a degree program  <input type="radio"/> Postbaccalaureate certificate program  <input type="radio"/> Dual bachelor's/master's degree  <input type="radio"/> Master's degree  <input type="radio"/> Post-master's certificate  <input type="radio"/> Doctoral degree—research/scholarship  <input type="radio"/> Doctoral degree—professional practice  <input type="radio"/> Doctoral degree—other  <input type="radio"/> Unknown         </p>

Item name	Label / Wording
BENAD14TYP	<p>Graduate Degree Type</p> <p>In what type of graduate degree program was this student enrolled on June 30, 2014? If the student was no longer enrolled on June 30, 2014, report the graduate degree program type for his or her last term during his or her last term enrolled between July 1, 2013 and June 30, 2014.</p> <div> <div> <input type="radio"/> Master of Science (MS)</div> <div> <input type="radio"/> Master of Arts (MA)</div> <div> <input type="radio"/> Master of Education (Med) or Teaching (MAT)</div> <div> <input type="radio"/> Master of Business Administration (MBA)</div> <div> <input type="radio"/> Master of Public Administration (MPA)</div> <div> <input type="radio"/> Master of Social Work (MSW)</div> <div> <input type="radio"/> Master of Fine Arts (MFA)</div> <div> <input type="radio"/> Master of Public Health (MPH)</div> <div> <input type="radio"/> Master of Divinity (MDiv)</div> <div> <input type="radio"/> Other master's degree program not listed</div> </div> <div> <div> <input type="radio"/> Doctor of Philosophy (PhD)</div> <div> <input type="radio"/> Doctor of Education (EdD)</div> <div> <input type="radio"/> Doctor of Science or Engineering</div> <div> <input type="radio"/> Doctor of Psychology (PsyD)</div> <div> <input type="radio"/> Doctor of Business or Public Admin (DBA, DPA)</div> <div> <input type="radio"/> Doctor of Fine Arts (DFA)</div> <div> <input type="radio"/> Doctor of Theology (ThD)</div> <div> <input type="radio"/> Law (JD, LLB)</div> <div> <input type="radio"/> Medicine or Osteopathic Medicine (MD, DO)</div> <div> <input type="radio"/> Dentistry (DDS, DMD)</div> <div> <input type="radio"/> Chiropractic (DC, DCM)</div> <div> <input type="radio"/> Pharmacy (PharmD)</div> <div> <input type="radio"/> Optometry (OD)</div> <div> <input type="radio"/> Podiatry (DPM, DP, PodD)</div> <div> <input type="radio"/> Veterinary medicine (DVM)</div> <div> <input type="radio"/> Other doctoral degree not listed</div> </div>
BENLALVL14	<p>Class Level</p> <p>Enter the student's class level as of June 30, 2014. If the student was no longer enrolled on June 30, provide the student's class level during his or her last term enrolled between July 1, 2013 and June 30, 2014.</p> <div> <input type="radio"/> First-Year/Freshman</div> <div> <input type="radio"/> Sophomore</div> <div> <input type="radio"/> Junior</div> <div> <input type="radio"/> Senior</div> <div> <input type="radio"/> 5th Year or Higher Undergraduate</div> <div> <input type="radio"/> Undergraduate (unclassified)</div> <div> <input type="radio"/> Student with bachelor's or advanced degree taking undergraduate courses</div> <div> <input type="radio"/> 1st year Graduate</div> <div> <input type="radio"/> Beyond 1st year Graduate</div> <div> <input type="radio"/> Graduate (unclassified)</div> <div> <input type="radio"/> Unknown</div>

Item name	Label / Wording
BEDEGDATE14	Degree completion date  Month: <input type="text" value="-Select one-"/>  Day: <input type="text" value="-Select one-"/>  Year: <input type="text" value="-Select one-"/>
BENNFPGA14	Cumulative (Unweighted) GPA <input type="text"/>
BECLKHRS14	Total Number of Clock Hours in Program <input type="text"/>
BECLKCOMP14	Cumulative Clock Hours Completed <input type="text"/>
BECRDHRS14	Total Number of Credit Hours in Program <input type="text"/>
BECRDCOMP14	Cumulative Credit Hours Completed <input type="text"/>
BTUITOT14	Total Tuition and Mandatory Fees CHARGED <input type="text"/>
BTUNJURI14	Residency for Tuition Purposes  <input type="radio"/> In-district <input type="radio"/> In-state <input type="radio"/> Out-of-state <input type="radio"/> No differential tuition based on residency <input type="radio"/> Unknown
BEUNDECL14	Major Undeclared  <input type="radio"/> Yes <input type="radio"/> No

Item name	Label / Wording
BECIP14MAJ1	First Major CIP Code <input type="text" value="NNNNNN"/>
BECRE14MJR1	First Major <input type="text"/>
BECIP14MAJ2	Second Major CIP Code <input type="text" value="NNNNNN"/>
BECRE14MJR2	Second Major <input type="text"/>
BTM14ST[01-12]	<p>Enrollment Status [for term 1-12]</p> <p> <input type="radio"/> Not enrolled  <input type="radio"/> Full-time  <input type="radio"/> 3/4-time  <input type="radio"/> Half-time  <input type="radio"/> Less than half-time </p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
BTM14HR[01-12]	<p>Number of Credit or Clock Hours Enrolled [for term 1-12] <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>

Item name	Label / Wording
<b>Section: Enrollment for 2014–15 Academic Year</b>	
BENR15	<p>Student enrolled in the 2014–2015 academic year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No </p>
BENLA15DEG	<p>Program/Degree</p> <p>In what degree program was this student enrolled on June 30, 2015? If the student was no longer enrolled on June 30, 2015, report the degree program for his or her last term enrolled between July 1, 2014 and June 30, 2015.</p> <p>If the student was enrolled in more than one program, enter the highest degree program. If the student was enrolled in a dual degree program in which both degrees are the same level (such as a dual MD/PhD or dual MA/MBA), select the student's primary degree program.</p> <p> <input type="radio"/> Enrolled in undergraduate courses, not in a degree program  <input type="radio"/> Undergraduate certificate or diploma (occupational or technical program)  <input type="radio"/> Associate's degree  <input type="radio"/> Bachelor's degree  <input type="radio"/> Enrolled in graduate courses, not in a degree program  <input type="radio"/> Postbaccalaureate certificate program  <input type="radio"/> Dual bachelor's/master's degree  <input type="radio"/> Master's degree  <input type="radio"/> Post-master's certificate  <input type="radio"/> Doctoral degree—research/scholarship  <input type="radio"/> Doctoral degree—professional practice  <input type="radio"/> Doctoral degree—other  <input type="radio"/> Unknown </p>

Item name	Label / Wording
BENAD15TYP	<p>Graduate Degree Type</p> <p>In what type of graduate degree program was this student enrolled on June 30, 2015? If the student was no longer enrolled on June 30, 2015, report the graduate degree program type for his or her last term during his or her last term enrolled between July 1, 2014 and June 30, 2015.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="flex: 50%;"> <ul style="list-style-type: none"> <li><input type="radio"/> Master of Science (MS)</li> <li><input type="radio"/> Master of Arts (MA)</li> <li><input type="radio"/> Master of Education (Med) or Teaching (MAT)</li> <li><input type="radio"/> Master of Business Administration (MBA)</li> <li><input type="radio"/> Master of Public Administration (MPA)</li> <li><input type="radio"/> Master of Social Work (MSW)</li> <li><input type="radio"/> Master of Fine Arts (MFA)</li> <li><input type="radio"/> Master of Public Health (MPH)</li> <li><input type="radio"/> Master of Divinity (MDiv)</li> <li><input type="radio"/> Other master's degree program not listed</li> </ul> </div> <div style="flex: 50%;"> <ul style="list-style-type: none"> <li><input type="radio"/> Doctor of Philosophy (PhD)</li> <li><input type="radio"/> Doctor of Education (EdD)</li> <li><input type="radio"/> Doctor of Science or Engineering</li> <li><input type="radio"/> Doctor of Psychology (PsyD)</li> <li><input type="radio"/> Doctor of Business or Public Admin (DBA, DPA)</li> <li><input type="radio"/> Doctor of Fine Arts (DFA)</li> <li><input type="radio"/> Doctor of Theology (ThD)</li> <li><input type="radio"/> Law (JD, LLB)</li> <li><input type="radio"/> Medicine or Osteopathic Medicine (MD, DO)</li> <li><input type="radio"/> Dentistry (DDS, DMD)</li> <li><input type="radio"/> Chiropractic (DC, DCM)</li> <li><input type="radio"/> Pharmacy (PharmD)</li> <li><input type="radio"/> Optometry (OD)</li> <li><input type="radio"/> Podiatry (DPM, DP, PodD)</li> <li><input type="radio"/> Veterinary medicine (DVM)</li> <li><input type="radio"/> Other doctoral degree not listed</li> </ul> </div> </div>
BENLALVL15	<p>Class Level</p> <p>Enter the student's class level as of June 30, 2015. If the student was no longer enrolled on June 30, provide the student's class level during his or her last term enrolled between July 1, 2014 and June 30, 2015.</p> <ul style="list-style-type: none"> <li><input type="radio"/> First-Year/Freshman</li> <li><input type="radio"/> Sophomore</li> <li><input type="radio"/> Junior</li> <li><input type="radio"/> Senior</li> <li><input type="radio"/> 5th Year or Higher Undergraduate</li> <li><input type="radio"/> Undergraduate (unclassified)</li> <li><input type="radio"/> Student with bachelor's or advanced degree taking undergraduate courses</li> <li><input type="radio"/> 1st year Graduate</li> <li><input type="radio"/> Beyond 1st year Graduate</li> <li><input type="radio"/> Graduate (unclassified)</li> <li><input type="radio"/> Unknown</li> </ul>

Item name	Label / Wording
BEDEGDATE15	Degree completion date  Month: <input type="text" value="-Select one-"/>  Day: <input type="text" value="-Select one-"/>  Year: <input type="text" value="-Select one-"/>
BENNF GPA15	Cumulative (Unweighted) GPA <input type="text"/>
BECLKHRS15	Total Number of Clock Hours in Program <input type="text"/>
BECLKCOMP15	Cumulative Clock Hours Completed <input type="text"/>
BECDHRS15	Total Number of Credit Hours in Program <input type="text"/>
BECDCOMP15	Cumulative Credit Hours Completed <input type="text"/>
BTTUITOT15	Total Tuition and Mandatory Fees CHARGED <input type="text"/>
BTUNJURI15	Residency for Tuition Purposes  <input type="radio"/> In-district <input type="radio"/> In-state <input type="radio"/> Out-of-state <input type="radio"/> No differential tuition based on residency <input type="radio"/> Unknown
BEUNDECL15	Major Undeclared  <input type="radio"/> Yes <input type="radio"/> No

Item name	Label / Wording
BECIP15MAJ1	First Major CIP Code <input type="text" value="NNNNNN"/>
BECRE15MJR1	First Major <input type="text"/>
BECIP15MAJ2	Second Major CIP Code <input type="text" value="NNNNNN"/>
BECRE15MJR2	Second Major <input type="text"/>
BTM15ST[01-12]	<p>Enrollment Status [for term 1-12]</p> <p> <input type="radio"/> Not enrolled  <input type="radio"/> Full-time  <input type="radio"/> 3/4-time  <input type="radio"/> Half-time  <input type="radio"/> Less than half-time </p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
BTM15HR[01-12]	<p>Number of Credit or Clock Hours Enrolled [for Term 1-12] <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>

Item name	Label / Wording
<b>Section: Enrollment for 2015–16 Academic Year</b>	
BENR16	<p>Student enrolled in the 2015–2016 academic year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
BENLA16DEG	<p>Program/Degree</p> <p>In what degree program was this student enrolled on June 30, 2016? If the student was no longer enrolled on June 30, 2016, report the degree program for his or her last term enrolled between July 1, 2015 and June 30, 2016.</p> <p>If the student was enrolled in more than one program, enter the highest degree program. If the student was enrolled in a dual degree program in which both degrees are the same level (such as a dual MD/PhD or dual MA/MBA), select the student's primary degree program.</p> <p> <input type="radio"/> Enrolled in undergraduate courses, not in a degree program  <input type="radio"/> Undergraduate certificate or diploma (occupational or technical program)  <input type="radio"/> Associate's degree  <input type="radio"/> Bachelor's degree  <input type="radio"/> Enrolled in graduate courses, not in a degree program  <input type="radio"/> Postbaccalaureate certificate program  <input type="radio"/> Dual bachelor's/master's degree  <input type="radio"/> Master's degree  <input type="radio"/> Post-master's certificate  <input type="radio"/> Doctoral degree—research/scholarship  <input type="radio"/> Doctoral degree—professional practice  <input type="radio"/> Doctoral degree—other  <input type="radio"/> Unknown         </p>

Item name	Label / Wording
BENAD16TYP	<p>Graduate Degree Type</p> <p>In what type of graduate degree program was this student enrolled on June 30, 2016? If the student was no longer enrolled on June 30, 2016, report the graduate degree program type for his or her last term during his or her last term enrolled between July 1, 2015 and June 30, 2016.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="radio"/> Master of Science (MS)  <input type="radio"/> Master of Arts (MA)  <input type="radio"/> Master of Education (Med) or Teaching (MAT)  <input type="radio"/> Master of Business Administration (MBA)  <input type="radio"/> Master of Public Administration (MPA)  <input type="radio"/> Master of Social Work (MSW)  <input type="radio"/> Master of Fine Arts (MFA)  <input type="radio"/> Master of Public Health (MPH)  <input type="radio"/> Master of Divinity (MDiv)  <input type="radio"/> Other master's degree program not listed         </div> <div style="width: 50%;"> <input type="radio"/> Doctor of Philosophy (PhD)  <input type="radio"/> Doctor of Education (EdD)  <input type="radio"/> Doctor of Science or Engineering  <input type="radio"/> Doctor of Psychology (PsyD)  <input type="radio"/> Doctor of Business or Public Admin (DBA, DPA)  <input type="radio"/> Doctor of Fine Arts (DFA)  <input type="radio"/> Doctor of Theology (ThD)  <input type="radio"/> Law (JD, LLB)  <input type="radio"/> Medicine or Osteopathic Medicine (MD, DO)  <input type="radio"/> Dentistry (DDS, DMD)  <input type="radio"/> Chiropractic (DC, DCM)  <input type="radio"/> Pharmacy (PharmD)  <input type="radio"/> Optometry (OD)  <input type="radio"/> Podiatry (DPM, DP, PodD)  <input type="radio"/> Veterinary medicine (DVM)  <input type="radio"/> Other doctoral degree not listed         </div> </div>
BENLALVL16	<p>Class Level</p> <p>Enter the student's class level as of June 30, 2016. If the student was no longer enrolled on June 30, provide the student's class level during his or her last term enrolled between July 1, 2015 and June 30, 2016.</p> <div style="margin-left: 20px;"> <input type="radio"/> First-Year/Freshman  <input type="radio"/> Sophomore  <input type="radio"/> Junior  <input type="radio"/> Senior  <input type="radio"/> 5th Year or Higher Undergraduate  <input type="radio"/> Undergraduate (unclassified)  <input type="radio"/> Student with bachelor's or advanced degree taking undergraduate courses  <input type="radio"/> 1st year Graduate  <input type="radio"/> Beyond 1st year Graduate  <input type="radio"/> Graduate (unclassified)  <input type="radio"/> Unknown         </div>

Item name	Label / Wording
BEDEGDATE16	Degree completion date  Month: <input type="text" value="-Select one-"/>  Day: <input type="text" value="-Select one-"/>  Year: <input type="text" value="-Select one-"/>
BENNF GPA16	Cumulative (Unweighted) GPA <input type="text"/>
BECLKHRS16	Total Number of Clock Hours in Program <input type="text"/>
BECLKCOMP16	Cumulative Clock Hours Completed <input type="text"/>
BECDHRS16	Total Number of Credit Hours in Program <input type="text"/>
BECDCOMP16	Cumulative Credit Hours Completed <input type="text"/>
BTTUITOT16	Total Tuition and Mandatory Fees CHARGED <input type="text"/>
BTUNJURI16	Residency for Tuition Purposes  <input type="radio"/> In-district <input type="radio"/> In-state <input type="radio"/> Out-of-state <input type="radio"/> No differential tuition based on residency <input type="radio"/> Unknown
BEUNDECL16	Major Undeclared  <input type="radio"/> Yes <input type="radio"/> No

Item name	Label / Wording
BECIP16MAJ1	First Major CIP Code <input type="text" value="NNNNNN"/>
BECRE16MJR1	First Major <input type="text"/>
BECIP16MAJ2	Second Major CIP Code <input type="text" value="NNNNNN"/>
BECRE16MJR2	Second Major <input type="text"/>
BTM16ST[01-12]	<p>Enrollment Status [for term 1-12]</p> <p> <input type="radio"/> Not enrolled  <input type="radio"/> Full-time  <input type="radio"/> 3/4-time  <input type="radio"/> Half-time  <input type="radio"/> Less than half-time </p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
BTM16HR[01-12]	<p>Number of Credit or Clock Hours Enrolled [for term 1-12] <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>

Item name	Label / Wording
<b>Section: Enrollment for 2016–17 Academic Year</b>	
BENR17	<p>Student enrolled in the 2016–2017 academic year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
BENLA17DEG	<p>Program/Degree</p> <p>In what degree program was this student enrolled on June 30, 2017? If the student was no longer enrolled on June 30, 2017, report the degree program for his or her last term enrolled between July 1, 2016 and June 30, 2017.</p> <p>If the student was enrolled in more than one program, enter the highest degree program. If the student was enrolled in a dual degree program in which both degrees are the same level (such as a dual MD/PhD or dual MA/MBA), select the student's primary degree program.</p> <p> <input type="radio"/> Enrolled in undergraduate courses, not in a degree program  <input type="radio"/> Undergraduate certificate or diploma (occupational or technical program)  <input type="radio"/> Associate's degree  <input type="radio"/> Bachelor's degree  <input type="radio"/> Enrolled in graduate courses, not in a degree program  <input type="radio"/> Postbaccalaureate certificate program  <input type="radio"/> Dual bachelor's/master's degree  <input type="radio"/> Master's degree  <input type="radio"/> Post-master's certificate  <input type="radio"/> Doctoral degree—research/scholarship  <input type="radio"/> Doctoral degree—professional practice  <input type="radio"/> Doctoral degree—other  <input type="radio"/> Unknown         </p>

Item name	Label / Wording
BENAD17TYP	<p>Graduate Degree Type</p> <p>In what type of graduate degree program was this student enrolled on June 30, 2017? If the student was no longer enrolled on June 30, 2017, report the graduate degree program type for his or her last term during his or her last term enrolled between July 1, 2016 and June 30, 2017.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="radio"/> Master of Science (MS)  <input type="radio"/> Master of Arts (MA)  <input type="radio"/> Master of Education (Med) or Teaching (MAT)  <input type="radio"/> Master of Business Administration (MBA)  <input type="radio"/> Master of Public Administration (MPA)  <input type="radio"/> Master of Social Work (MSW)  <input type="radio"/> Master of Fine Arts (MFA)  <input type="radio"/> Master of Public Health (MPH)  <input type="radio"/> Master of Divinity (MDiv)  <input type="radio"/> Other master's degree program not listed         </div> <div style="width: 50%;"> <input type="radio"/> Doctor of Philosophy (PhD)  <input type="radio"/> Doctor of Education (EdD)  <input type="radio"/> Doctor of Science or Engineering  <input type="radio"/> Doctor of Psychology (PsyD)  <input type="radio"/> Doctor of Business or Public Admin (DBA, DPA)  <input type="radio"/> Doctor of Fine Arts (DFA)  <input type="radio"/> Doctor of Theology (ThD)  <input type="radio"/> Law (JD, LLB)  <input type="radio"/> Medicine or Osteopathic Medicine (MD, DO)  <input type="radio"/> Dentistry (DDS, DMD)  <input type="radio"/> Chiropractic (DC, DCM)  <input type="radio"/> Pharmacy (PharmD)  <input type="radio"/> Optometry (OD)  <input type="radio"/> Podiatry (DPM, DP, PodD)  <input type="radio"/> Veterinary medicine (DVM)  <input type="radio"/> Other doctoral degree not listed         </div> </div>
BENLALVL17	<p>Class Level</p> <p>Enter the student's class level as of June 30, 2017. If the student was no longer enrolled on June 30, provide the student's class level during his or her last term enrolled between July 1, 2016 and June 30, 2017.</p> <div style="margin-left: 20px;"> <input type="radio"/> First-Year/Freshman  <input type="radio"/> Sophomore  <input type="radio"/> Junior  <input type="radio"/> Senior  <input type="radio"/> 5th Year or Higher Undergraduate  <input type="radio"/> Undergraduate (unclassified)  <input type="radio"/> Student with bachelor's or advanced degree taking undergraduate courses  <input type="radio"/> 1st year Graduate  <input type="radio"/> Beyond 1st year Graduate  <input type="radio"/> Graduate (unclassified)  <input type="radio"/> Unknown         </div>

Item name	Label / Wording
BEDEGDATE17	Degree completion date  Month: <input type="text" value="-Select one-"/>  Day: <input type="text" value="-Select one-"/>  Year: <input type="text" value="-Select one-"/>
BENNFPGA17	Cumulative (Unweighted) GPA <input type="text"/>
BECLKHRS17	Total Number of Clock Hours in Program <input type="text"/>
BECLKCOMP17	Cumulative Clock Hours Completed <input type="text"/>
BECRDHRS17	Total Number of Credit Hours in Program <input type="text"/>
BECRDCOMP17	Cumulative Credit Hours Completed <input type="text"/>
BTTUITOT17	Total Tuition and Mandatory Fees CHARGED <input type="text"/>
BTUNJURI17	Residency for Tuition Purposes  <input type="radio"/> In-district <input type="radio"/> In-state <input type="radio"/> Out-of-state <input type="radio"/> No differential tuition based on residency <input type="radio"/> Unknown
BEUNDECL17	Major Undeclared  <input type="radio"/> Yes <input type="radio"/> No

Item name	Label / Wording
BECIP17MAJ1	First Major CIP Code <input type="text" value="NNNNNN"/>
BECRE17MJR1	First Major <input type="text"/>
BECIP17MAJ2	Second Major CIP Code <input type="text" value="NNNNNN"/>
BECRE17MJR2	Second Major <input type="text"/>
BTM17ST[01-12]	<p>Enrollment Status [for term 1-12]</p> <p> <input type="radio"/> Not enrolled  <input type="radio"/> Full-time  <input type="radio"/> 3/4-time  <input type="radio"/> Half-time  <input type="radio"/> Less than half-time </p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>
BTM17HR[01-12]	<p>Number of Credit or Clock Hours Enrolled [for term 1-12] <input type="text"/></p> <p><i>NOTE: This item repeats for each term for up to 12 terms.</i></p>

Item name	Label / Wording
<b>Section: Budget for 2011–12 Academic Year</b>	
CNPERIOD12	Budget Period <div> <input type="radio"/> Full-time, full-year             <input type="radio"/> Half-time, full-year           </div> <div> <input type="radio"/> Full-time, one term             <input type="radio"/> Half-time, one term           </div> <div> <input type="radio"/> 3/4-time, full-year             <input type="radio"/> Less than half-time, full-year           </div> <div> <input type="radio"/> 3/4-time, one term             <input type="radio"/> Less than half-time, one term           </div> <div> <input type="radio"/> Other           </div>
CNCLRES12	Student Residence <div> <input type="radio"/> On-campus or school-owned housing           </div> <div> <input type="radio"/> Off-campus without parents           </div> <div> <input type="radio"/> Off-campus with parents           </div> <div> <input type="radio"/> Unknown           </div>
CTUITION12	Tuition/Fees <input type="text"/>
CNESROOM12	Room and Board <input type="text"/>
CNESBOOK12	Books/supplies <input type="text"/>
CNETRANS12	Transportation <input type="text"/>
CNESCOMP12	Computer/Technology <input type="text"/>
CNEHLTB12	Health Insurance <input type="text"/>
CNEOTHER12	All Other <input type="text"/>
CTOTLCOA12	Total <input type="text"/>

Item name	Label / Wording
<b>Section: Budget for 2012–13 Academic Year</b>	
CNPERIOD13	Budget Period <div> <input type="radio"/> Full-time, full-year             <input type="radio"/> Half-time, full-year           </div> <div> <input type="radio"/> Full-time, one term             <input type="radio"/> Half-time, one term           </div> <div> <input type="radio"/> 3/4-time, full-year             <input type="radio"/> Less than half-time, full-year           </div> <div> <input type="radio"/> 3/4-time, one term             <input type="radio"/> Less than half-time, one term           </div> <div> <input type="radio"/> Other           </div>
CNLCRES13	Student Residence <div> <input type="radio"/> On-campus or school-owned housing             <input type="radio"/> Off-campus without parents             <input type="radio"/> Off-campus with parents             <input type="radio"/> Unknown           </div>
CTUITION13	Tuition/Fees <input type="text"/>
CNESROOM13	Room and Board <input type="text"/>
CNESBOOK13	Books/supplies <input type="text"/>
CNETRANS13	Transportation <input type="text"/>
CNESCOMP13	Computer/Technology <input type="text"/>
CNEHLTB13	Health Insurance <input type="text"/>
CNEOTHER13	All Other <input type="text"/>
CTOTLCOA13	Total <input type="text"/>

Item name	Label / Wording
<b>Section: Budget for 2013–14 Academic Year</b>	
CNPERIOD14	Budget Period <div> <input type="radio"/> Full-time, full-year             <input type="radio"/> Half-time, full-year           </div> <div> <input type="radio"/> Full-time, one term             <input type="radio"/> Half-time, one term           </div> <div> <input type="radio"/> 3/4-time, full-year             <input type="radio"/> Less than half-time, full-year           </div> <div> <input type="radio"/> 3/4-time, one term             <input type="radio"/> Less than half-time, one term           </div> <div> <input type="radio"/> Other           </div>
CNCLRES14	Student Residence <div> <input type="radio"/> On-campus or school-owned housing             <input type="radio"/> Off-campus without parents             <input type="radio"/> Off-campus with parents             <input type="radio"/> Unknown           </div>
CTUITION14	Tuition/Fees <input type="text"/>
CNESROOM14	Room and Board <input type="text"/>
CNESBOOK14	Books/supplies <input type="text"/>
CNETRANS14	Transportation <input type="text"/>
CNESCOMP14	Computer/Technology <input type="text"/>
CNEHLTB14	Health Insurance <input type="text"/>
CNEOTHER14	All Other <input type="text"/>
CTOTLCOA14	Total <input type="text"/>

Item name	Label / Wording
<b>Section: Budget for 2014–15 Academic Year</b>	
CNPERIOD15	Budget Period <div> <input type="radio"/> Full-time, full-year             <input type="radio"/> Half-time, full-year           </div> <div> <input type="radio"/> Full-time, one term             <input type="radio"/> Half-time, one term           </div> <div> <input type="radio"/> 3/4-time, full-year             <input type="radio"/> Less than half-time, full-year           </div> <div> <input type="radio"/> 3/4-time, one term             <input type="radio"/> Less than half-time, one term           </div> <div> <input type="radio"/> Other           </div>
CNLCLRES15	Student Residence <div> <input type="radio"/> On-campus or school-owned housing             <input type="radio"/> Off-campus without parents             <input type="radio"/> Off-campus with parents             <input type="radio"/> Unknown           </div>
CTUITION15	Tuition/Fees <input type="text"/>
CNESROOM15	Room and Board <input type="text"/>
CNESBOOK15	Books/supplies <input type="text"/>
CNETRANS15	Transportation <input type="text"/>
CNESCOMP15	Computer/Technology <input type="text"/>
CNEHLTB15	Health Insurance <input type="text"/>
CNEOTHER15	All Other <input type="text"/>
CTOTLCOA15	Total <input type="text"/>

Item name	Label / Wording
<b>Section: Budget for 2015–16 Academic Year</b>	
CNPERIOD16	Budget Period <div> <input type="radio"/> Full-time, full-year             <input type="radio"/> Half-time, full-year           </div> <div> <input type="radio"/> Full-time, one term             <input type="radio"/> Half-time, one term           </div> <div> <input type="radio"/> 3/4-time, full-year             <input type="radio"/> Less than half-time, full-year           </div> <div> <input type="radio"/> 3/4-time, one term             <input type="radio"/> Less than half-time, one term           </div> <div> <input type="radio"/> Other           </div>
CNCLRES16	Student Residence <div> <input type="radio"/> On-campus or school-owned housing             <input type="radio"/> Off-campus without parents             <input type="radio"/> Off-campus with parents             <input type="radio"/> Unknown           </div>
CTUITION16	Tuition/Fees <input type="text"/>
CNESROOM16	Room and Board <input type="text"/>
CNESBOOK16	Books/supplies <input type="text"/>
CNETRANS16	Transportation <input type="text"/>
CNESCOMP16	Computer/Technology <input type="text"/>
CNEHLTB16	Health Insurance <input type="text"/>
CNEOTHER16	All Other <input type="text"/>
CTOTLCOA16	Total <input type="text"/>

Item name	Label / Wording
<b>Section: Budget for 2016–17 Academic Year</b>	
CNPERIOD17	Budget Period <div> <input type="radio"/> Full-time, full-year             <input type="radio"/> Half-time, full-year           </div> <div> <input type="radio"/> Full-time, one term             <input type="radio"/> Half-time, one term           </div> <div> <input type="radio"/> 3/4-time, full-year             <input type="radio"/> Less than half-time, full-year           </div> <div> <input type="radio"/> 3/4-time, one term             <input type="radio"/> Less than half-time, one term           </div> <div> <input type="radio"/> Other           </div>
CNLCLRES17	Student Residence <div> <input type="radio"/> On-campus or school-owned housing             <input type="radio"/> Off-campus without parents             <input type="radio"/> Off-campus with parents             <input type="radio"/> Unknown           </div>
CTUITION17	Tuition/Fees <input type="text"/>
CNESROOM17	Room and Board <input type="text"/>
CNESBOOK17	Books/supplies <input type="text"/>
CNETRANS17	Transportation <input type="text"/>
CNESCOMP17	Computer/Technology <input type="text"/>
CNEHLTB17	Health Insurance <input type="text"/>
CNEOTHER17	All Other <input type="text"/>
CTOTLCOA17	Total <input type="text"/>

Item name	Label / Wording
<b>Section: Financial Aid for 2011–12 Academic Year</b>	
CFAWARN12	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2011 to June 30, 2012 financial aid year, was the student placed on financial aid warning?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAPROB12	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2011 to June 30, 2012 financial aid year, was the student placed on financial aid probation?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAINELG12	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2011 to June 30, 2012 financial aid year, was the student ineligible to receive Title IV financial aid?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAFEDAID12	<p>Student had federal aid for the July 1, 2011 to June 30, 2012 financial aid year?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFADPELL12	<p>Pell Grant amount</p> <input type="text"/>
CFASSTAF12	<p>Subsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFAUSTAF12	<p>Unsubsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFADPLUS12	<p>Parent PLUS loan amount</p> <input type="text"/>
CFAGPLUS12	<p>Graduate PLUS loan amount</p> <input type="text"/>
CFATEACH12	<p>Federal TEACH grant amount</p> <input type="text"/>

Item name	Label / Wording
CPERKINS12	Perkins Loan amount <input type="text"/>
CFAFSEOG12	Federal SEOG Grant amount <input type="text"/>
CFATDFWS12	Federal Work Study AWARDED amount <input type="text"/>
CFAIRAQ12	Iraq & Afghanistan Service Grant amount <input type="text"/>
CFATVET12	Veterans Benefits amount <input type="text"/>
CFASTATAID12	Student had state aid for the July 1, 2011 to June 30, 2012 financial aid year?  <input type="radio"/> Yes <input type="radio"/> No
CF[01-03]STATE12	State Aid Program [1-3] Name <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
CF[01-03]STTYP12	State Aid Program [1-3] Type  <input type="radio"/> Grants/scholarship, need-based <input type="radio"/> Grants/scholarship, merit-based <input type="radio"/> Grants/scholarship, both need and merit <input type="radio"/> Grants/scholarship, neither need nor merit <input type="radio"/> Tuition waiver <input type="radio"/> Loan <input type="radio"/> Work-study or assistantship <input type="radio"/> Athletic scholarship <input type="radio"/> Other  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
C[01-03]STAMT12	State Aid Program [1-3] Amount <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>

Item name	Label / Wording
CFAINSTAID12	<p>Student had institution aid for the July 1, 2011 to June 30, 2012 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA12INS[01-03]	<p>Institution Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA12ITYP[01-03]	<p>Institution aid program [1-3] type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA12IAMT[01-03]	<p>Institution Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFAGRAID12	<p>Student had graduate aid for the July 1, 2011 to June 30, 2012 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>

Item name	Label / Wording
CFA12GRTYP[01-03]	<p>Graduate Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Fellowship/scholarship</li> <li><input type="radio"/> Institutional loan</li> <li><input type="radio"/> Federal fellowship</li> <li><input type="radio"/> Federal traineeship</li> <li><input type="radio"/> Teaching assistantship/stipend</li> <li><input type="radio"/> Research assistantship/stipend</li> <li><input type="radio"/> Other assistantship/stipend</li> <li><input type="radio"/> Student tuition waivers</li> <li><input type="radio"/> Faculty/staff tuition waivers</li> <li><input type="radio"/> Institutional work study</li> </ul> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFA12GRAMT[01-03]	<p>Graduate Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFAOTHGOV12	<p>Student had private aid or other government aid for the July 1, 2011 to June 30, 2012 financial aid year?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>
CFA[1-3]GOVTYP12	<p>Private Aid or Other Government Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Private Loans</li> <li><input type="radio"/> Scholarships/Grants from Private Organizations</li> <li><input type="radio"/> Employer Paid Tuition</li> <li><input type="radio"/> ROTC/Armed Forces Grants</li> <li><input type="radio"/> WIA/Job Training/ Vocational Rehabilitation</li> <li><input type="radio"/> Bureau of Indian Affairs Grants</li> <li><input type="radio"/> Scholarships/Grants from Outside State Agency</li> <li><input type="radio"/> DC Tuition Assistance Grant</li> </ul> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>
CFA[1-3]GOVAMT12	<p>Private Aid or Other Government Aid [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>

Item name	Label / Wording
CFAOHAID12	<p>Student had other aid for the July 1, 2011 to June 30, 2012 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA[1-3]OTHNAM12	<p>Other Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHTYP12	<p>Other Aid Program [1-3] Type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHSRC12	<p>Other Aid Program [1-3] Source</p> <p> <input type="radio"/> Institution  <input type="radio"/> State  <input type="radio"/> Federal  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHAMT12	<p>Other Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>

Item name	Label / Wording
<b>Section: Financial Aid for 2012–13 Academic Year</b>	
CFAWARN13	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2012 to June 30, 2013 financial aid year, was the student placed on financial aid warning?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAPROB13	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2012 to June 30, 2013 financial aid year, was the student placed on financial aid probation?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAINELG13	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2012 to June 30, 2013 financial aid year, was the student ineligible to receive Title IV financial aid?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAFEDAID13	<p>Student had federal aid for the July 1, 2012 to June 30, 2013 financial aid year?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFADPELL13	<p>Pell Grant amount</p> <input type="text"/>
CFASSTAF13	<p>Subsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFAUSTAF13	<p>Unsubsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFADPLUS13	<p>Parent PLUS loan amount</p> <input type="text"/>
CFAGPLUS13	<p>Graduate PLUS loan amount</p> <input type="text"/>
CFATEACH13	<p>Federal TEACH grant amount</p> <input type="text"/>

Item name	Label / Wording
CPERKINS13	Perkins Loan amount <input type="text"/>
CFAFSEOG13	Federal SEOG Grant amount <input type="text"/>
CFATDFWS13	Federal Work Study AWARDED amount <input type="text"/>
CFAIRAQ13	Iraq & Afghanistan Service Grant amount <input type="text"/>
CFATVET13	Veterans Benefits amount <input type="text"/>
CFASTATAID13	Student had state aid for the July 1, 2012 to June 30, 2013 financial aid year?  <input type="radio"/> Yes <input type="radio"/> No
CF[01-03]STATE13	State Aid Program [1-3] Name <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
CF[01-03]STTYP13	State Aid Program [1-3] Type  <input type="radio"/> Grants/scholarship, need-based <input type="radio"/> Grants/scholarship, merit-based <input type="radio"/> Grants/scholarship, both need and merit <input type="radio"/> Grants/scholarship, neither need nor merit <input type="radio"/> Tuition waiver <input type="radio"/> Loan <input type="radio"/> Work-study or assistantship <input type="radio"/> Athletic scholarship <input type="radio"/> Other  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
C[01-03]STAMT13	State Aid Program [1-3] Amount <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>

Item name	Label / Wording
CFAINSTAID13	<p>Student had institution aid for the July 1, 2012 to June 30, 2013 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA13INS[01-03]	<p>Institution Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA13ITYP[01-03]	<p>Institution aid program [1-3] type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA13IAMT[01-03]	<p>Institution Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFAGRAID13	<p>Student had graduate aid for the July 1, 2012 to June 30, 2013 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>

Item name	Label / Wording
CFA13GRTYP[01-03]	<p>Graduate Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Fellowship/scholarship</li> <li><input type="radio"/> Institutional loan</li> <li><input type="radio"/> Federal fellowship</li> <li><input type="radio"/> Federal traineeship</li> <li><input type="radio"/> Teaching assistantship/stipend</li> <li><input type="radio"/> Research assistantship/stipend</li> <li><input type="radio"/> Other assistantship/stipend</li> <li><input type="radio"/> Student tuition waivers</li> <li><input type="radio"/> Faculty/staff tuition waivers</li> <li><input type="radio"/> Institutional work study</li> </ul> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFA13GRAMT[01-03]	<p>Graduate Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFAOTHGOV13	<p>Student had private aid or other government aid for the July 1, 2012 to June 30, 2013 financial aid year?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>
CFA[1-3]GOVTYP13	<p>Private Aid or Other Government Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Private Loans</li> <li><input type="radio"/> Scholarships/Grants from Private Organizations</li> <li><input type="radio"/> Employer Paid Tuition</li> <li><input type="radio"/> ROTC/Armed Forces Grants</li> <li><input type="radio"/> WIA/Job Training/ Vocational Rehabilitation</li> <li><input type="radio"/> Bureau of Indian Affairs Grants</li> <li><input type="radio"/> Scholarships/Grants from Outside State Agency</li> <li><input type="radio"/> DC Tuition Assistance Grant</li> </ul> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>
CFA[1-3]GOVAMT13	<p>Private Aid or Other Government Aid [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>

Item name	Label / Wording
CFAOTHAID13	<p>Student had other aid for the July 1, 2012 to June 30, 2013 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA[1-3]OTHNAM13	<p>Other Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHTYP13	<p>Other Aid Program [1-3] Type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHSRC13	<p>Other Aid Program [1-3] Source</p> <p> <input type="radio"/> Institution  <input type="radio"/> State  <input type="radio"/> Federal  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHAMT13	<p>Other Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>

Item name	Label / Wording
<b>Section: Financial Aid for 2013–14 Academic Year</b>	
CFAWARN14	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2013 to June 30, 2014 financial aid year, was the student placed on financial aid warning?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAPROB14	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2013 to June 30, 2014 financial aid year, was the student placed on financial aid probation?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAINELG14	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2013 to June 30, 2014 financial aid year, was the student ineligible to receive Title IV financial aid?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAFEDAID14	<p>Student had federal aid for the July 1, 2013 to June 30, 2014 financial aid year?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFADPELL14	<p>Pell Grant amount</p> <input type="text"/>
CFASSTAF14	<p>Subsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFAUSTAF14	<p>Unsubsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFADPLUS14	<p>Parent PLUS loan amount</p> <input type="text"/>
CFAGPLUS14	<p>Graduate PLUS loan amount</p> <input type="text"/>
CFATEACH14	<p>Federal TEACH grant amount</p> <input type="text"/>

Item name	Label / Wording
CPERKINS14	Perkins Loan amount <input type="text"/>
CFAFSEOG14	Federal SEOG Grant amount <input type="text"/>
CFATDFWS14	Federal Work Study AWARDED amount <input type="text"/>
CFAIRAQ14	Iraq & Afghanistan Service Grant amount <input type="text"/>
CFATVET14	Veterans Benefits amount <input type="text"/>
CFASTATAID14	Student had state aid for the July 1, 2013 to June 30, 2014 financial aid year?  <input type="radio"/> Yes <input type="radio"/> No
CF[01-03]STATE14	State Aid Program [1-3] Name <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
CF[01-03]STTYP14	State Aid Program [1-3] Type  <input type="radio"/> Grants/scholarship, need-based <input type="radio"/> Grants/scholarship, merit-based <input type="radio"/> Grants/scholarship, both need and merit <input type="radio"/> Grants/scholarship, neither need nor merit <input type="radio"/> Tuition waiver <input type="radio"/> Loan <input type="radio"/> Work-study or assistantship <input type="radio"/> Athletic scholarship <input type="radio"/> Other  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
C[01-03]STAMT14	State Aid Program [1-3] Amount <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>

Item name	Label / Wording
CFAINSTAID14	<p>Student had institution aid for the July 1, 2013 to June 30, 2014 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA14INS[01-03]	<p>Institution Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA14ITYP[01-03]	<p>Institution aid program [1-3] type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA14IAMT[01-03]	<p>Institution Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFAGRAID14	<p>Student had graduate aid for the July 1, 2013 to June 30, 2014 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>

Item name	Label / Wording
CFA14GRTYP[01-03]	<p>Graduate Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Fellowship/scholarship</li> <li><input type="radio"/> Institutional loan</li> <li><input type="radio"/> Federal fellowship</li> <li><input type="radio"/> Federal traineeship</li> <li><input type="radio"/> Teaching assistantship/stipend</li> <li><input type="radio"/> Research assistantship/stipend</li> <li><input type="radio"/> Other assistantship/stipend</li> <li><input type="radio"/> Student tuition waivers</li> <li><input type="radio"/> Faculty/staff tuition waivers</li> <li><input type="radio"/> Institutional work study</li> </ul> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFA14GRAMT[01-03]	<p>Graduate Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFAOTHGOV14	<p>Student had private aid or other government aid for the July 1, 2013 to June 30, 2014 financial aid year?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>
CFA[1-3]GOVTYP14	<p>Private Aid or Other Government Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Private Loans</li> <li><input type="radio"/> Scholarships/Grants from Private Organizations</li> <li><input type="radio"/> Employer Paid Tuition</li> <li><input type="radio"/> ROTC/Armed Forces Grants</li> <li><input type="radio"/> WIA/Job Training/ Vocational Rehabilitation</li> <li><input type="radio"/> Bureau of Indian Affairs Grants</li> <li><input type="radio"/> Scholarships/Grants from Outside State Agency</li> <li><input type="radio"/> DC Tuition Assistance Grant</li> </ul> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>
CFA[1-3]GOVAMT14	<p>Private Aid or Other Government Aid [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>

Item name	Label / Wording
CFAOTHAID14	<p>Student had other aid for the July 1, 2013 to June 30, 2014 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA[1-3]OTHNAM14	<p>Other Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHTYP14	<p>Other Aid Program [1-3] Type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHSRC14	<p>Other Aid Program [1-3] Source</p> <p> <input type="radio"/> Institution  <input type="radio"/> State  <input type="radio"/> Federal  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHAMT14	<p>Other Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>

Item name	Label / Wording
<b>Section: Financial Aid for 2014–15 Academic Year</b>	
CFAWARN15	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2014 to June 30, 2015 financial aid year, was the student placed on financial aid warning?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAPROB15	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2014 to June 30, 2015 financial aid year, was the student placed on financial aid probation?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAINELG15	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2014 to June 30, 2015 financial aid year, was the student ineligible to receive Title IV financial aid?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAFEDAID15	<p>Student had federal aid for the July 1, 2014 to June 30, 2015 financial aid year?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFADPELL15	<p>Pell Grant amount</p> <input type="text"/>
CFASSTAF15	<p>Subsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFAUSTAF15	<p>Unsubsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFADPLUS15	<p>Parent PLUS loan amount</p> <input type="text"/>
CFAGPLUS15	<p>Graduate PLUS loan amount</p> <input type="text"/>
CFATEACH15	<p>Federal TEACH grant amount</p> <input type="text"/>

Item name	Label / Wording
CPERKINS15	Perkins Loan amount <input type="text"/>
CFAFSEOG15	Federal SEOG Grant amount <input type="text"/>
CFATDFWS15	Federal Work Study AWARDED amount <input type="text"/>
CFAIRAQ15	Iraq & Afghanistan Service Grant amount <input type="text"/>
CFATVET15	Veterans Benefits amount <input type="text"/>
CFASTATAID15	Student had state aid for the July 1, 2014 to June 30, 2015 financial aid year?  <input type="radio"/> Yes <input type="radio"/> No
CF[01-03]STATE15	State Aid Program [1-3] Name <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
CF[01-03]STTYP15	State Aid Program [1-3] Type  <input type="radio"/> Grants/scholarship, need-based <input type="radio"/> Grants/scholarship, merit-based <input type="radio"/> Grants/scholarship, both need and merit <input type="radio"/> Grants/scholarship, neither need nor merit <input type="radio"/> Tuition waiver <input type="radio"/> Loan <input type="radio"/> Work-study or assistantship <input type="radio"/> Athletic scholarship <input type="radio"/> Other  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
C[01-03]STAMT15	State Aid Program [1-3] Amount <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>

Item name	Label / Wording
CFAINSTAID15	<p>Student had institution aid for the July 1, 2014 to June 30, 2015 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA15INS[01-03]	<p>Institution Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA15ITYP[01-03]	<p>Institution aid program [1-3] type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA15IAMT[01-03]	<p>Institution Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFAGRAID15	<p>Student had graduate aid for the July 1, 2014 to June 30, 2015 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>

Item name	Label / Wording
CFA15GRTYP[01-03]	<p>Graduate Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Fellowship/scholarship</li> <li><input type="radio"/> Institutional loan</li> <li><input type="radio"/> Federal fellowship</li> <li><input type="radio"/> Federal traineeship</li> <li><input type="radio"/> Teaching assistantship/stipend</li> <li><input type="radio"/> Research assistantship/stipend</li> <li><input type="radio"/> Other assistantship/stipend</li> <li><input type="radio"/> Student tuition waivers</li> <li><input type="radio"/> Faculty/staff tuition waivers</li> <li><input type="radio"/> Institutional work study</li> </ul> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFA15GRAMT[01-03]	<p>Graduate Aid Program [1-3] Amount <input style="width: 150px; height: 20px;" type="text"/></p> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFAOTHGOV15	<p>Student had private aid or other government aid for the July 1, 2014 to June 30, 2015 financial aid year?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>
CFA[1-3]GOVTYP15	<p>Private Aid or Other Government Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Private Loans</li> <li><input type="radio"/> Scholarships/Grants from Private Organizations</li> <li><input type="radio"/> Employer Paid Tuition</li> <li><input type="radio"/> ROTC/Armed Forces Grants</li> <li><input type="radio"/> WIA/Job Training/ Vocational Rehabilitation</li> <li><input type="radio"/> Bureau of Indian Affairs Grants</li> <li><input type="radio"/> Scholarships/Grants from Outside State Agency</li> <li><input type="radio"/> DC Tuition Assistance Grant</li> </ul> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>
CFA[1-3]GOVAMT15	<p>Private Aid or Other Government Aid [1-3] Amount <input style="width: 150px; height: 20px;" type="text"/></p> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>

Item name	Label / Wording
CFAOTHAID15	<p>Student had other aid for the July 1, 2014 to June 30, 2015 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA[1-3]OTHNAM15	<p>Other Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHTYP15	<p>Other Aid Program [1-3] Type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHSRC15	<p>Other Aid Program [1-3] Source</p> <p> <input type="radio"/> Institution  <input type="radio"/> State  <input type="radio"/> Federal  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHAMT15	<p>Other Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>

Item name	Label / Wording
<b>Section: Financial Aid for 2015–16 Academic Year</b>	
CFAWARN16	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2015 to June 30, 2016 financial aid year, was the student placed on financial aid warning?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAPROB16	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2015 to June 30, 2016 financial aid year, was the student placed on financial aid probation?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAINELG16	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2015 to June 30, 2016 financial aid year, was the student ineligible to receive Title IV financial aid?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAFEDAID16	<p>Student had federal aid for the July 1, 2015 to June 30, 2016 financial aid year?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFADPELL16	<p>Pell Grant amount</p> <input type="text"/>
CFASSTAF16	<p>Subsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFAUSTAF16	<p>Unsubsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFADPLUS16	<p>Parent PLUS loan amount</p> <input type="text"/>
CFAGPLUS16	<p>Graduate PLUS loan amount</p> <input type="text"/>
CFATEACH16	<p>Federal TEACH grant amount</p> <input type="text"/>

Item name	Label / Wording
CPERKINS16	Perkins Loan amount <input type="text"/>
CFAFSEOG16	Federal SEOG Grant amount <input type="text"/>
CFATDFWS16	Federal Work Study AWARDED amount <input type="text"/>
CFAIRAQ16	Iraq & Afghanistan Service Grant amount <input type="text"/>
CFATVET16	Veterans Benefits amount <input type="text"/>
CFASTATAID16	Student had state aid for the July 1, 2015 to June 30, 2016 financial aid year?  <input type="radio"/> Yes <input type="radio"/> No
CF[01-03]STATE16	State Aid Program [1-3] Name <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
CF[01-03]STTYP16	State Aid Program [1-3] Type  <input type="radio"/> Grants/scholarship, need-based <input type="radio"/> Grants/scholarship, merit-based <input type="radio"/> Grants/scholarship, both need and merit <input type="radio"/> Grants/scholarship, neither need nor merit <input type="radio"/> Tuition waiver <input type="radio"/> Loan <input type="radio"/> Work-study or assistantship <input type="radio"/> Athletic scholarship <input type="radio"/> Other  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
C[01-03]STAMT16	State Aid Program [1-3] Amount <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>

Item name	Label / Wording
CFAINSTAID16	<p>Student had institution aid for the July 1, 2015 to June 30, 2016 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA16INS[01-03]	<p>Institution Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA16ITYP[01-03]	<p>Institution aid program [1-3] type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA16IAMT[01-03]	<p>Institution Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFAGRAID16	<p>Student had graduate aid for the July 1, 2015 to June 30, 2016 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>

Item name	Label / Wording
CFA16GRTYP[01-03]	<p>Graduate Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Fellowship/scholarship</li> <li><input type="radio"/> Institutional loan</li> <li><input type="radio"/> Federal fellowship</li> <li><input type="radio"/> Federal traineeship</li> <li><input type="radio"/> Teaching assistantship/stipend</li> <li><input type="radio"/> Research assistantship/stipend</li> <li><input type="radio"/> Other assistantship/stipend</li> <li><input type="radio"/> Student tuition waivers</li> <li><input type="radio"/> Faculty/staff tuition waivers</li> <li><input type="radio"/> Institutional work study</li> </ul> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFA16GRAMT[01-03]	<p>Graduate Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFAOTHGOV16	<p>Student had private aid or other government aid for the July 1, 2015 to June 30, 2016 financial aid year?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>
CFA[1-3]GOVTYP16	<p>Private Aid or Other Government Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Private Loans</li> <li><input type="radio"/> Scholarships/Grants from Private Organizations</li> <li><input type="radio"/> Employer Paid Tuition</li> <li><input type="radio"/> ROTC/Armed Forces Grants</li> <li><input type="radio"/> WIA/Job Training/ Vocational Rehabilitation</li> <li><input type="radio"/> Bureau of Indian Affairs Grants</li> <li><input type="radio"/> Scholarships/Grants from Outside State Agency</li> <li><input type="radio"/> DC Tuition Assistance Grant</li> </ul> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>
CFA[1-3]GOVAMT16	<p>Private Aid or Other Government Aid [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>

Item name	Label / Wording
CFAOTHAID16	<p>Student had other aid for the July 1, 2015 to June 30, 2016 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA[1-3]OTHNAM16	<p>Other Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHTYP16	<p>Other Aid Program [1-3] Type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHSRC16	<p>Other Aid Program [1-3] Source</p> <p> <input type="radio"/> Institution  <input type="radio"/> State  <input type="radio"/> Federal  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHAMT16	<p>Other Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>

Item name	Label / Wording
<b>Section: Financial Aid for 2016–17 Academic Year</b>	
CFAWARN17	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2016 to June 30, 2017 financial aid year, was the student placed on financial aid warning?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAPROB17	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2016 to June 30, 2017 financial aid year, was the student placed on financial aid probation?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAINELG17	<p>Because of your institution's Satisfactory Academic Progress policy, at any time during the July 1, 2016 to June 30, 2017 financial aid year, was the student ineligible to receive Title IV financial aid?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFAFEDAID17	<p>Student had federal aid for the July 1, 2016 to June 30, 2017 financial aid year?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
CFADPELL17	<p>Pell Grant amount</p> <input type="text"/>
CFASSTAF17	<p>Subsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFAUSTAF17	<p>Unsubsidized Direct/Stafford Loan amount</p> <input type="text"/>
CFADPLUS17	<p>Parent PLUS loan amount</p> <input type="text"/>
CFAGPLUS17	<p>Graduate PLUS loan amount</p> <input type="text"/>
CFATEACH17	<p>Federal TEACH grant amount</p> <input type="text"/>

Item name	Label / Wording
CPERKINS17	Perkins Loan amount <input type="text"/>
CFAFSEOG17	Federal SEOG Grant amount <input type="text"/>
CFATDFWS17	Federal Work Study AWARDED amount <input type="text"/>
CFAIRAQ17	Iraq & Afghanistan Service Grant amount <input type="text"/>
CFATVET17	Veterans Benefits amount <input type="text"/>
CFASTATAID17	Student had state aid for the July 1, 2016 to June 30, 2017 financial aid year?  <input type="radio"/> Yes <input type="radio"/> No
CF[01-03]STATE17	State Aid Program [1-3] Name <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
CF[01-03]STTYP17	State Aid Program [1-3] Type  <input type="radio"/> Grants/scholarship, need-based <input type="radio"/> Grants/scholarship, merit-based <input type="radio"/> Grants/scholarship, both need and merit <input type="radio"/> Grants/scholarship, neither need nor merit <input type="radio"/> Tuition waiver <input type="radio"/> Loan <input type="radio"/> Work-study or assistantship <input type="radio"/> Athletic scholarship <input type="radio"/> Other  <i>NOTE: This item repeats for up to 3 state aid programs.</i>
C[01-03]STAMT17	State Aid Program [1-3] Amount <input type="text"/>  <i>NOTE: This item repeats for up to 3 state aid programs.</i>

Item name	Label / Wording
CFAINSTAID17	<p>Student had institution aid for the July 1, 2016 to June 30, 2017 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA17INS[01-03]	<p>Institution Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA17ITYP[01-03]	<p>Institution aid program [1-3] type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFA17IAMT[01-03]	<p>Institution Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 institution aid programs.</i></p>
CFAGRAID17	<p>Student had graduate aid for the July 1, 2016 to June 30, 2017 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>

Item name	Label / Wording
CFA17GRTYP[01-03]	<p>Graduate Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Fellowship/scholarship</li> <li><input type="radio"/> Institutional loan</li> <li><input type="radio"/> Federal fellowship</li> <li><input type="radio"/> Federal traineeship</li> <li><input type="radio"/> Teaching assistantship/stipend</li> <li><input type="radio"/> Research assistantship/stipend</li> <li><input type="radio"/> Other assistantship/stipend</li> <li><input type="radio"/> Student tuition waivers</li> <li><input type="radio"/> Faculty/staff tuition waivers</li> <li><input type="radio"/> Institutional work study</li> </ul> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFA17GRAMT[01-03]	<p>Graduate Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 graduate aid programs.</i></p>
CFAOTHGOV17	<p>Student had private aid or other government aid for the July 1, 2016 to June 30, 2017 financial aid year?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>
CFA[1-3]GOVTYP17	<p>Private Aid or Other Government Aid Program [1-3] Type</p> <ul style="list-style-type: none"> <li><input type="radio"/> Private Loans</li> <li><input type="radio"/> Scholarships/Grants from Private Organizations</li> <li><input type="radio"/> Employer Paid Tuition</li> <li><input type="radio"/> ROTC/Armed Forces Grants</li> <li><input type="radio"/> WIA/Job Training/ Vocational Rehabilitation</li> <li><input type="radio"/> Bureau of Indian Affairs Grants</li> <li><input type="radio"/> Scholarships/Grants from Outside State Agency</li> <li><input type="radio"/> DC Tuition Assistance Grant</li> </ul> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>
CFA[1-3]GOVAMT17	<p>Private Aid or Other Government Aid [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 private or other government aid programs.</i></p>

Item name	Label / Wording
CFAOTHAID17	<p>Student had other aid for the July 1, 2016 to June 30, 2017 financial aid year?</p> <p> <input type="radio"/> Yes  <input type="radio"/> No         </p>
CFA[1-3]OTHNAM17	<p>Other Aid Program [1-3] Name <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHTYP17	<p>Other Aid Program [1-3] Type</p> <p> <input type="radio"/> Grants/scholarship, need-based  <input type="radio"/> Grants/scholarship, merit-based  <input type="radio"/> Grants/scholarship, both need and merit  <input type="radio"/> Grants/scholarship, neither need nor merit  <input type="radio"/> Tuition waiver  <input type="radio"/> Loan  <input type="radio"/> Work-study or assistantship  <input type="radio"/> Athletic scholarship  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHSRC17	<p>Other Aid Program [1-3] Source</p> <p> <input type="radio"/> Institution  <input type="radio"/> State  <input type="radio"/> Federal  <input type="radio"/> Other         </p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>
CFA[1-3]OTHAMT17	<p>Other Aid Program [1-3] Amount <input type="text"/></p> <p><i>NOTE: This item repeats for up to 3 other aid programs.</i></p>

## Appendix E. Analysis Variables

Variable name	Subject	Variable label
ID	Survey sample	Analysis ID
SRENROLLED12	Education: Attendance	Enrollment status in 2011-12
SRENROLLED13	Education: Attendance	Enrollment status in 2012-13
SRENROLLED14	Education: Attendance	Enrollment status in 2013-14
SRENROLLED15	Education: Attendance	Enrollment status in 2014-15
SRENROLLED16	Education: Attendance	Enrollment status in 2015-16
SRENROLLED17	Education: Attendance	Enrollment status in 2016-17
SRRECTOTAID2Y12	Financial aid: Total	Received Title IV, state, or institutional aid for UG education, 2011-12
SRRECTOTAID2Y13	Financial aid: Total	Received Title IV, state, or institutional aid for UG education, 2012-13
SRRECTOTAID2Y14	Financial aid: Total	Received Title IV, state, or institutional aid for UG education, 2013-14
SRRECTOTAID2Y15	Financial aid: Total	Received Title IV, state, or institutional aid for UG education, 2014-15
SRRECTOTAID2Y16	Financial aid: Total	Received Title IV, state, or institutional aid for UG education, 2015-16
SRRECTOTAID2Y17	Financial aid: Total	Received Title IV, state, or institutional aid for UG education, 2016-17
SREVRECTOTAID2	Financial aid: Total	Ever received Title IV, state, or institutional aid for UG education, 2012-17
SRRECTOTGRT4Y12	Financial aid: Federal grants	Received state or institutional grant for UG education, 2011-12
SRRECTOTGRT4Y13	Financial aid: Federal grants	Received state or institutional grant for UG education, 2012-13
SRRECTOTGRT4Y14	Financial aid: Federal grants	Received state or institutional grant for UG education, 2013-14
SRRECTOTGRT4Y15	Financial aid: Federal grants	Received state or institutional grant for UG education, 2014-15
SRRECTOTGRT4Y16	Financial aid: Federal grants	Received state or institutional grant for UG education, 2015-16
SRRECTOTGRT4Y17	Financial aid: Federal grants	Received state or institutional grant for UG education, 2016-17.
SREVRECTOTGRT4	Financial aid: Federal grants	Ever received state or institutional grant for UG education, 2012-17
SRRECTOTLOAN3Y12	Financial aid: Total	Received loans (excluding private & Parent PLUS loans) for UG education, 2011-12
SRRECTOTLOAN3Y13	Financial aid: Total	Received loans (excluding private & Parent PLUS loans) for UG education, 2012-13
SRRECTOTLOAN3Y14	Financial aid: Total	Received loans (excluding private & Parent PLUS loans) for UG education, 2013-14
SRRECTOTLOAN3Y15	Financial aid: Total	Received loans (excluding private & Parent PLUS loans) for UG education, 2014-15
SRRECTOTLOAN3Y16	Financial aid: Total	Received loans (excluding private & Parent PLUS loans) for UG education, 2015-16
SRRECTOTLOAN3Y17	Financial aid: Total	Received loans (excluding private & Parent PLUS loans) for UG education, 2016-17
SREVRECTOTLOAN3	Financial aid: Total	Ever received loans (excl private & Parent PLUS loans) for UG education, 2012-17
SRRECTOTLOAN4Y12	Financial aid: Total	Received loans (excl private loans & incl Parent PLUS loans) for UG education, 2011-12

See notes at end of table.

Variable name	Subject	Variable label
SRRECTOTLOAN4Y13	Financial aid: Total	Received loans (excl private loans & incl Parent PLUS loans) for UG education, 2012-13
SRRECTOTLOAN4Y14	Financial aid: Total	Received loans (excl private loans & incl Parent PLUS loans) for UG education, 2013-14
SRRECTOTLOAN4Y15	Financial aid: Total	Received loans (excl private loans & incl Parent PLUS loans) for UG education, 2014-15
SRRECTOTLOAN4Y16	Financial aid: Total	Received loans (excl private loans & incl Parent PLUS loans) for UG education, 2015-16
SRRECTOTLOAN4Y17	Financial aid: Total	Received loans (excl private loans & incl Parent PLUS loans) for UG education, 2016-17
SREVRECTOTLOAN4	Financial aid: Total	Ever received loans (excluding private loans & including Parent PLUS loans) for UG educ, 2012-17
SRRECTOTWKST12	Financial aid: Federal	Received work-study award for UG education, 2011-12
SRRECTOTWKST13	Financial aid: Federal	Received work-study award for UG education, 2012-13
SRRECTOTWKST14	Financial aid: Federal	Received work-study award for UG education, 2013-14
SRRECTOTWKST15	Financial aid: Federal	Received work-study award for UG education, 2014-15
SRRECTOTWKST16	Financial aid: Federal	Received work-study award for UG education, 2015-16
SRRECTOTWKST17	Financial aid: Federal	Received work-study award for UG education, 2016-17
SREVRECTOTWKST	Financial aid: Federal	Ever received work-study award for UG education, 2012-17
SRRECT4LNAMT1Y12	Financial aid: Federal loans	Received Title IV loan (excluding Parent PLUS loans) for UG education, 2011-12
SRRECT4LNAMT1Y13	Financial aid: Federal loans	Received Title IV loan (excluding Parent PLUS loans) for UG education, 2012-13
SRRECT4LNAMT1Y14	Financial aid: Federal loans	Received Title IV loan (excluding Parent PLUS loans) for UG education, 2013-14
SRRECT4LNAMT1Y15	Financial aid: Federal loans	Received Title IV loan (excluding Parent PLUS loans) for UG education, 2014-15
SRRECT4LNAMT1Y16	Financial aid: Federal loans	Received Title IV loan (excluding Parent PLUS loans) for UG education, 2015-16
SRRECT4LNAMT1Y17	Financial aid: Federal loans	Received Title IV loan (excluding Parent PLUS loans) for UG education, 2016-17
SREVRECT4LNAMT1	Financial aid: Federal loans	Ever received Title IV loan (excl Parent PLUS loans) for UG education, 2012-17
SRRECT4LNAMT2Y12	Financial aid: Federal loans	Received Title IV loan (including Parent PLUS loans) for UG education, 2011-12
SRRECT4LNAMT2Y13	Financial aid: Federal loans	Received Title IV loan (including Parent PLUS loans) for UG education, 2012-13
SRRECT4LNAMT2Y14	Financial aid: Federal loans	Received Title IV loan (including Parent PLUS loans) for UG education, 2013-14
SRRECT4LNAMT2Y15	Financial aid: Federal loans	Received Title IV loan (including Parent PLUS loans) for UG education, 2014-15
SRRECT4LNAMT2Y16	Financial aid: Federal loans	Received Title IV loan (including Parent PLUS loans) for UG education, 2015-16
SRRECT4LNAMT2Y17	Financial aid: Federal loans	Received Title IV loan (including Parent PLUS loans) for UG education, 2016-17

See notes at end of table.

Variable name	Subject	Variable label
SREVRECT4LNAMT2	Financial aid: Federal loans	Ever received Title IV loan (incl Parent PLUS loans) for UG education, 2012-17
SRRECMERITAID12	Financial aid: Total	Received merit-only grant for UG education, 2011-12
SRRECMERITAID13	Financial aid: Total	Received merit-only grant for UG education, 2012-13
SRRECMERITAID14	Financial aid: Total	Received merit-only grant for UG education, 2013-14
SRRECMERITAID15	Financial aid: Total	Received merit-only grant for UG education, 2014-15
SRRECMERITAID16	Financial aid: Total	Received merit-only grant for UG education, 2015-16
SRRECMERITAID17	Financial aid: Total	Received merit-only grant for UG education, 2016-17
SREVRECMERITAID	Financial aid: Total	Ever received merit-only grant for UG education, 2012-17
SRRECNEEDAID12	Financial aid: Total	Received need-based grant for UG education, 2011-12
SRRECNEEDAID13	Financial aid: Total	Received need-based grant for UG education, 2012-13
SRRECNEEDAID14	Financial aid: Total	Received need-based grant for UG education, 2013-14
SRRECNEEDAID15	Financial aid: Total	Received need-based grant for UG education, 2014-15
SRRECNEEDAID16	Financial aid: Total	Received need-based grant for UG education, 2015-16
SRRECNEEDAID17	Financial aid: Total	Received need-based grant for UG education, 2016-17
SREVRECNEEDAID	Financial aid: Total	Ever received need-based grant for UG education, 2012-17
SRRECNEEDAID1Y12	Financial aid: Total	Received need-based aid for UG education, 2011-12
SRRECNEEDAID1Y13	Financial aid: Total	Received need-based aid for UG education, 2012-13
SRRECNEEDAID1Y14	Financial aid: Total	Received need-based aid for UG education, 2013-14
SRRECNEEDAID1Y15	Financial aid: Total	Received need-based aid for UG education, 2014-15
SRRECNEEDAID1Y16	Financial aid: Total	Received need-based aid for UG education, 2015-16
SRRECNEEDAID1Y17	Financial aid: Total	Received need-based aid for UG education, 2016-17
SREVRECNEEDAID1	Financial aid: Total	Ever received need-based aid for UG education, 2012-17
SRRECTITIVAMT12	Financial aid: Federal	Received Title IV aid for UG education, 2011-12
SRRECTITIVAMT13	Financial aid: Federal	Received Title IV aid for UG education, 2012-13
SRRECTITIVAMT14	Financial aid: Federal	Received Title IV aid for UG education, 2013-14
SRRECTITIVAMT15	Financial aid: Federal	Received Title IV aid for UG education, 2014-15
SRRECTITIVAMT16	Financial aid: Federal	Received Title IV aid for UG education, 2015-16
SRRECTITIVAMT17	Financial aid: Federal	Received Title IV aid for UG education, 2016-17
SREVRECTITIVAMT	Financial aid: Federal	Ever received Title IV aid for UG education, 2012-17
SRRECPERKU12	Financial aid: Federal loans	Received Perkins Loan for UG education, 2011-12
SRRECPERKU13	Financial aid: Federal loans	Received Perkins Loan for UG education, 2012-13
SRRECPERKU14	Financial aid: Federal loans	Received Perkins Loan for UG education, 2013-14
SRRECPERKU15	Financial aid: Federal loans	Received Perkins Loan for UG education, 2014-15
SRRECPERKU16	Financial aid: Federal loans	Received Perkins Loan for UG education, 2015-16
SRRECPERKU17	Financial aid: Federal loans	Received Perkins Loan for UG education, 2016-17
SREVRECPERKU	Financial aid: Federal loans	Ever received Perkins Loan for UG education, 2012-17
SRRECSTFY12	Financial aid: Federal loans	Received Direct subsidized or unsubsidized loan for UG education, 2011-12

See notes at end of table.

Variable name	Subject	Variable label
SRRECSTFY13	Financial aid: Federal loans	Received Direct Subsidized or Unsubsidized Loan for UG education, 2012-13
SRRECSTFY14	Financial aid: Federal loans	Received Direct Subsidized or Unsubsidized Loan for UG education, 2013-14
SRRECSTFY15	Financial aid: Federal loans	Received Direct Subsidized or Unsubsidized Loan for UG education, 2014-15
SRRECSTFY16	Financial aid: Federal loans	Received Direct Subsidized or Unsubsidized Loan for UG education, 2015-16
SRRECSTFY17	Financial aid: Federal loans	Received Direct Subsidized or Unsubsidized Loan for UG education, 2016-17
SREVRECSTF	Financial aid: Federal loans	Ever received Direct Subsidized or Unsubsidized Loan for UG education, 2012-17
SRRECSTSUB12	Financial aid: Federal loans	Received Direct Subsidized Loan for UG education, 2011-12
SRRECSTSUB13	Financial aid: Federal loans	Received Direct Subsidized Loan for UG education, 2012-13
SRRECSTSUB14	Financial aid: Federal loans	Received Direct Subsidized Loan for UG education, 2013-14
SRRECSTSUB15	Financial aid: Federal loans	Received Direct Subsidized Loan for UG education, 2014-15
SRRECSTSUB16	Financial aid: Federal loans	Received Direct Subsidized Loan for UG education, 2015-16
SRRECSTSUB17	Financial aid: Federal loans	Received Direct Subsidized Loan for UG education, 2016-17
SREVRECSUB	Financial aid: Federal loans	Ever received Direct Subsidized Loan for UG education, 2012-17
SRRECSTUNS12	Financial aid: Federal loans	Received Direct Unsubsidized Loan for UG education, 2011-12
SRRECSTUNS13	Financial aid: Federal loans	Received Direct Unsubsidized Loan for UG education, 2012-13
SRRECSTUNS14	Financial aid: Federal loans	Received Direct Unsubsidized Loan for UG education, 2013-14
SRRECSTUNS15	Financial aid: Federal loans	Received Direct Unsubsidized Loan for UG education, 2014-15
SRRECSTUNS16	Financial aid: Federal loans	Received Direct Unsubsidized Loan for UG education, 2015-16
SRRECSTUNS17	Financial aid: Federal loans	Received Direct Unsubsidized Loan for UG education, 2016-17
SREVRECSTU	Financial aid: Federal loans	Ever received Direct Unsubsidized Loan for UG education, 2012-17
SRRECPLUS12	Financial aid: Federal loans	Received Direct PLUS Loan to parents for UG education, 2011-12
SRRECPLUS13	Financial aid: Federal loans	Received Direct PLUS Loan to parents for UG education, 2012-13
SRRECPLUS14	Financial aid: Federal loans	Received Direct PLUS Loan to parents for UG education, 2013-14
SRRECPLUS15	Financial aid: Federal loans	Received Direct PLUS Loan to parents for UG education, 2014-15
SRRECPLUS16	Financial aid: Federal loans	Received Direct PLUS Loan to parents for UG education, 2015-16
SRRECPLUS17	Financial aid: Federal loans	Received Direct PLUS Loan to parents for UG education, 2016-17
SREVRECPLUS	Financial aid: Federal loans	Ever received Direct PLUS Loan to parents, 2012-17
SRRECTFEDWRK12	Financial aid: Federal	Received federal work-study award for UG education, 2011-12
SRRECTFEDWRK13	Financial aid: Federal	Received federal work-study award for UG education, 2012-13
SRRECTFEDWRK14	Financial aid: Federal	Received federal work-study award for UG education, 2013-14
SRRECTFEDWRK15	Financial aid: Federal	Received federal work-study award for UG education, 2014-15
SRRECTFEDWRK16	Financial aid: Federal	Received federal work-study award for UG education, 2015-16
SRRECTFEDWRK17	Financial aid: Federal	Received federal work-study award for UG education, 2016-17
SREVRECTFEDWRK	Financial aid: Federal	Ever received federal work-study award for UG education, 2012-17

See notes at end of table.

Variable name	Subject	Variable label
SRRECPELL12	Financial aid: Federal grants	Received Pell Grant for UG education, 2011-12
SRRECPELL13	Financial aid: Federal grants	Received Pell Grant for UG education, 2012-13
SRRECPELL14	Financial aid: Federal grants	Received Pell Grant for UG education, 2013-14
SRRECPELL15	Financial aid: Federal grants	Received Pell Grant for UG education, 2014-15
SRRECPELL16	Financial aid: Federal grants	Received Pell Grant for UG education, 2015-16
SRRECPELL17	Financial aid: Federal grants	Received Pell Grant for UG education, 2016-17
SREVRECPPELL	Financial aid: Federal grants	Ever received Pell Grant for UG education, 2012-17
SRRECSEOGAMT12	Financial aid: Grants	Received federal SEOG for UG education, 2011-12
SRRECSEOGAMT13	Financial aid: Grants	Received federal SEOG for UG education, 2012-13
SRRECSEOGAMT14	Financial aid: Grants	Received federal SEOG for UG education, 2013-14
SRRECSEOGAMT15	Financial aid: Grants	Received federal SEOG for UG education, 2014-15
SRRECSEOGAMT16	Financial aid: Grants	Received federal SEOG for UG education, 2015-16
SRRECSEOGAMT17	Financial aid: Grants	Received federal SEOG for UG education, 2016-17
SREVRECSEOGAMT	Financial aid: Grants	Ever received federal SEOG for UG education, 2012-17
SRRECINSTAMT12	Financial aid: Institutional	Received institutional aid for UG education, 2011-12
SRRECINSTAMT13	Financial aid: Institutional	Received institutional aid for UG education, 2012-13
SRRECINSTAMT14	Financial aid: Institutional	Received institutional aid for UG education, 2013-14
SRRECINSTAMT15	Financial aid: Institutional	Received institutional aid for UG education, 2014-15
SRRECINSTAMT16	Financial aid: Institutional	Received institutional aid for UG education, 2015-16
SRRECINSTAMT17	Financial aid: Institutional	Received institutional aid for UG education, 2016-17
SREVRECINSTAMT	Financial aid: Institutional	Ever received institutional aid for UG education, 2012-17
SRRECINGRTAMT12	Financial aid: Grants	Received institutional grant for UG education, 2011-12
SRRECINGRTAMT13	Financial aid: Grants	Received institutional grant for UG education, 2012-13
SRRECINGRTAMT14	Financial aid: Grants	Received institutional grant for UG education, 2013-14
SRRECINGRTAMT15	Financial aid: Grants	Received institutional grant for UG education, 2014-15
SRRECINGRTAMT16	Financial aid: Grants	Received institutional grant for UG education, 2015-16
SRRECINGRTAMT17	Financial aid: Grants	Received institutional grant for UG education, 2016-17
SREVRECINGRTAMT	Financial aid: Grants	Ever received institutional grant for UG education, 2012-17
SRRECINSTNEED12	Financial aid: Grants	Received institutional need-based grant for UG education, 2011-12
SRRECINSTNEED13	Financial aid: Grants	Received institutional need-based grant for UG education, 2012-13
SRRECINSTNEED14	Financial aid: Grants	Received institutional need-based grant for UG education, 2013-14
SRRECINSTNEED15	Financial aid: Grants	Received institutional need-based grant for UG education, 2014-15
SRRECINSTNEED16	Financial aid: Grants	Received institutional need-based grant for UG education, 2015-16
SRRECINSTNEED17	Financial aid: Grants	Received institutional need-based grant for UG education, 2016-17

See notes at end of table.

Variable name	Subject	Variable label
SREVRECINSTNEED	Financial aid: Grants	Ever received institutional need-based grant for UG education, 2012-17
SRRECINSMERIT12	Financial aid: Grants	Received institutional merit-only grant for UG education, 2011-12
SRRECINSMERIT13	Financial aid: Grants	Received institutional merit-only grant for UG education, 2012-13
SRRECINSMERIT14	Financial aid: Grants	Received institutional merit-only grant for UG education, 2013-14
SRRECINSMERIT15	Financial aid: Grants	Received institutional merit-only grant for UG education, 2014-15
SRRECINSMERIT16	Financial aid: Grants	Received institutional merit-only grant for UG education, 2015-16
SRRECINSMERIT17	Financial aid: Grants	Received institutional merit-only grant for UG education, 2016-17
SREVRECINSMERIT	Financial aid: Grants	Ever received institutional merit-only grant for UG education, 2012-17
SRRECINATHAMT12	Financial aid: Grants	Received athletic scholarship for UG education, 2011-12
SRRECINATHAMT13	Financial aid: Grants	Received athletic scholarship for UG education, 2012-13
SRRECINATHAMT14	Financial aid: Grants	Received athletic scholarship for UG education, 2013-14
SRRECINATHAMT15	Financial aid: Grants	Received athletic scholarship for UG education, 2014-15
SRRECINATHAMT16	Financial aid: Grants	Received athletic scholarship for UG education, 2015-16
SRRECINATHAMT17	Financial aid: Grants	Received athletic scholarship for UG education, 2016-17
SREVRECINATHAMT	Financial aid: Grants	Ever received athletic scholarship for UG education, 2012-17
SRRECINSTNOND12	Financial aid: Grants	Received institutional non-need & merit grant for UG education, 2011-12
SRRECINSTNOND13	Financial aid: Grants	Received institutional non-need & merit grant for UG education, 2012-13
SRRECINSTNOND14	Financial aid: Grants	Received institutional non-need & merit grant for UG education, 2013-14
SRRECINSTNOND15	Financial aid: Grants	Received institutional non-need & merit grant for UG education, 2014-15
SRRECINSTNOND16	Financial aid: Grants	Received institutional non-need & merit grant for UG education, 2015-16
SRRECINSTNOND17	Financial aid: Grants	Received institutional non-need & merit grant for UG education, 2016-17
SREVRECINSTNOND	Financial aid: Grants	Ever received institutional non-need & merit grant for UG education, 2012-17
SRRECINSTNOND1Y12	Financial aid: Grants	Received institutional non-need, non-merit grant for UG education, 2011-12
SRRECINSTNOND1Y13	Financial aid: Grants	Received institutional non-need, non-merit grant for UG education, 2012-13
SRRECINSTNOND1Y14	Financial aid: Grants	Received institutional non-need, non-merit grant for UG education, 2013-14
SRRECINSTNOND1Y15	Financial aid: Grants	Received institutional non-need, non-merit grant for UG education, 2014-15
SRRECINSTNOND1Y16	Financial aid: Grants	Received institutional non-need, non-merit grant for UG education, 2015-16
SRRECINSTNOND1Y17	Financial aid: Grants	Received institutional non-need, non-merit grant for UG education, 2016-17
SREVRECINSTNOND1	Financial aid: Grants	Ever received institutional non-need, non-merit grant for UG education, 2012-17

See notes at end of table.

Variable name	Subject	Variable label
SRRECINSWAIV12	Financial aid: Grants	Received institutional tuition & fee waiver for UG education, 2011-12
SRRECINSWAIV13	Financial aid: Grants	Received institutional tuition & fee waiver for UG education, 2012-13
SRRECINSWAIV14	Financial aid: Grants	Received institutional tuition & fee waiver for UG education, 2013-14
SRRECINSWAIV15	Financial aid: Grants	Received institutional tuition & fee waiver for UG education, 2014-15
SRRECINSWAIV16	Financial aid: Grants	Received institutional tuition & fee waiver for UG education, 2015-16
SRRECINSWAIV17	Financial aid: Grants	Received institutional tuition & fee waiver for UG education, 2016-17
SREVRECINSWAIV	Financial aid: Grants	Ever received institutional tuition & fee waiver for UG education, 2012-17
SRRECEMPLWAIV12	Financial aid: Grants	Received institutional tuition waiver for staff for UG education, 2011-12
SRRECEMPLWAIV13	Financial aid: Grants	Received institutional tuition waiver for staff for UG education, 2012-13
SRRECEMPLWAIV14	Financial aid: Grants	Received institutional tuition waiver for staff for UG education, 2013-14
SRRECEMPLWAIV15	Financial aid: Grants	Received institutional tuition waiver for staff for UG education, 2014-15
SRRECEMPLWAIV16	Financial aid: Grants	Received institutional tuition waiver for staff for UG education, 2015-16
SRRECEMPLWAIV17	Financial aid: Grants	Received institutional tuition waiver for staff for UG education, 2016-17
SREVRECEMPLWAIV	Financial aid: Grants	Ever received institutional tuition waiver for staff for UG education, 2012-17
SRRECINLNAMT12	Financial aid: Institutional	Received institutional loan for UG education in the 2011-12 academic year
SRRECINLNAMT13	Financial aid: Institutional	Received institutional loan for UG education in the 2012-13 academic year
SRRECINLNAMT14	Financial aid: Institutional	Received institutional loan for UG education in the 2013-14 academic year
SRRECINLNAMT15	Financial aid: Institutional	Received institutional loan for UG education in the 2014-15 academic year
SRRECINLNAMT16	Financial aid: Institutional	Received institutional loan for UG education in the 2015-16 academic year
SRRECINLNAMT17	Financial aid: Institutional	Received institutional loan for UG education in the 2016-17 academic year
SREVRECINLNAMT	Financial aid: Institutional	Ever received institutional loan for UG education, 2012-17
SRRECINSTWRK12	Financial aid: Institutional	Received institutional work-study award for UG education, 2011-12
SRRECINSTWRK13	Financial aid: Institutional	Received institutional work-study award for UG education, 2012-13
SRRECINSTWRK14	Financial aid: Institutional	Received institutional work-study award for UG education, 2013-14

See notes at end of table.

Variable name	Subject	Variable label
SRRECINSTWRK15	Financial aid: Institutional	Received institutional work-study award for UG education, 2014-15
SRRECINSTWRK16	Financial aid: Institutional	Received institutional work-study award for UG education, 2015-16
SRRECINSTWRK17	Financial aid: Institutional	Received institutional work-study award for UG education, 2016-17
SREVRECINSTWRK	Financial aid: Institutional	Ever received institutional work-study award for UG education, 2012-17
SRRECSTATEAMT12	Financial aid: State	Received state aid for UG education, 2011-12
SRRECSTATEAMT13	Financial aid: State	Received state aid for UG education, 2012-13
SRRECSTATEAMT14	Financial aid: State	Received state aid for UG education, 2013-14
SRRECSTATEAMT15	Financial aid: State	Received state aid for UG education, 2014-15
SRRECSTATEAMT16	Financial aid: State	Received state aid for UG education, 2015-16
SRRECSTATEAMT17	Financial aid: State	Received state aid for UG education, 2016-17
SREVRECSTATEAMT	Financial aid: State	Ever received state aid for UG education, 2012-17
SRRECSTGTAMT12	Financial aid: State	Received state grant for UG education, 2011-12
SRRECSTGTAMT13	Financial aid: State	Received state grant for UG education, 2012-13
SRRECSTGTAMT14	Financial aid: State	Received state grant for UG education, 2013-14
SRRECSTGTAMT15	Financial aid: State	Received state grant for UG education, 2014-15
SRRECSTGTAMT16	Financial aid: State	Received state grant for UG education, 2015-16
SRRECSTGTAMT17	Financial aid: State	Received state grant for UG education, 2016-17
SREVRECSTGTAMT	Financial aid: State	Ever received state grant for UG education, 2012-17
SRRECSTATNEED12	Financial aid: State	Received state need-based grant for UG education, 2011-12
SRRECSTATNEED13	Financial aid: State	Received state need-based grant for UG education, 2012-13
SRRECSTATNEED14	Financial aid: State	Received state need-based grant for UG education, 2013-14
SRRECSTATNEED15	Financial aid: State	Received state need-based grant for UG education, 2014-15
SRRECSTATNEED16	Financial aid: State	Received state need-based grant for UG education, 2015-16
SRRECSTATNEED17	Financial aid: State	Received state need-based grant for UG education, 2016-17
SREVRECSTATNEED	Financial aid: State	Ever received state need-based grant for UG education, 2012-17
SRRECSTNDMRT12	Financial aid: State	Received state grant based both on need and merit for UG education, 2011-12
SRRECSTNDMRT13	Financial aid: State	Received state grant based both on need and merit for UG education, 2012-13
SRRECSTNDMRT14	Financial aid: State	Received state grant based both on need and merit for UG education, 2013-14
SRRECSTNDMRT15	Financial aid: State	Received state grant based both on need and merit for UG education, 2014-15
SRRECSTNDMRT16	Financial aid: State	Received state grant based both on need and merit for UG education, 2015-16
SRRECSTNDMRT17	Financial aid: State	Received state grant based both on need and merit for UG education, 2016-17
SREVRECSTNDMRT	Financial aid: State	Ever received state grant based both on need and merit for UG education, 2012-17

See notes at end of table.

Variable name	Subject	Variable label
SRRECSTNDONLY12	Financial aid: State	Received state need-based only grant for UG education, 2011-12
SRRECSTNDONLY13	Financial aid: State	Received state need-based only grant for UG education, 2012-13
SRRECSTNDONLY14	Financial aid: State	Received state need-based only grant for UG education, 2013-14
SRRECSTNDONLY15	Financial aid: State	Received state need-based only grant for UG education, 2014-15
SRRECSTNDONLY16	Financial aid: State	Received state need-based only grant for UG education, 2015-16
SRRECSTNDONLY17	Financial aid: State	Received state need-based only grant for UG education, 2016-17
SREVRECSTNDONLY	Financial aid: State	Ever received state need-based only grant for UG education, 2012-17
SRRECSTATNOND12	Financial aid: State	Received state non-need & merit grant for UG education, 2011-12
SRRECSTATNOND13	Financial aid: State	Received state non-need & merit grant for UG education, 2012-13
SRRECSTATNOND14	Financial aid: State	Received state non-need & merit grant for UG education, 2013-14
SRRECSTATNOND15	Financial aid: State	Received state non-need & merit grant for UG education, 2014-15
SRRECSTATNOND16	Financial aid: State	Received state non-need & merit grant for UG education, 2015-16
SRRECSTATNOND17	Financial aid: State	Received state non-need & merit grant for UG education, 2016-17
SREVRECSTATNOND	Financial aid: State	Ever received state non-need & merit grant for UG education, 2012-17
SRRECSTMERIT12	Financial aid: State	Received state merit-only grant for UG education, 2011-12
SRRECSTMERIT13	Financial aid: State	Received state merit-only grant for UG education, 2012-13
SRRECSTMERIT14	Financial aid: State	Received state merit-only grant for UG education, 2013-14
SRRECSTMERIT15	Financial aid: State	Received state merit-only grant for UG education, 2014-15
SRRECSTMERIT16	Financial aid: State	Received state merit-only grant for UG education, 2015-16
SRRECSTMERIT17	Financial aid: State	Received state merit-only grant for UG education, 2016-17
SREVRECSTMERIT	Financial aid: State	Ever received state merit-only grant for UG education, 2012-17
SRRECSTNOND1Y12	Financial aid: State	Received state non-need grant for UG education, 2011-12
SRRECSTNOND1Y13	Financial aid: State	Received state non-need grant for UG education, 2012-13
SRRECSTNOND1Y14	Financial aid: State	Received state non-need grant for UG education, 2013-14
SRRECSTNOND1Y15	Financial aid: State	Received state non-need grant for UG education, 2014-15
SRRECSTNOND1Y16	Financial aid: State	Received state non-need grant for UG education, 2015-16
SRRECSTNOND1Y17	Financial aid: State	Received state non-need grant for UG education, 2016-17
SREVRECSTNOND1	Financial aid: State	Ever received state non-need grant for UG education, 2012-17
SRRECSTLNAMT12	Financial aid: State	Received state loan for UG education, 2011-12
SRRECSTLNAMT13	Financial aid: State	Received state loan for UG education, 2012-13
SRRECSTLNAMT14	Financial aid: State	Received state loan for UG education, 2013-14
SRRECSTLNAMT15	Financial aid: State	Received state loan for UG education, 2014-15
SRRECSTLNAMT16	Financial aid: State	Received state loan for UG education, 2015-16
SRRECSTLNAMT17	Financial aid: State	Received state loan for UG education, 2016-17

See notes at end of table.

Variable name	Subject	Variable label
SREVRECSTLNAMT	Financial aid: State	Ever received state loan for UG education, 2012-17
SRRECSTWKAMT12	Financial aid: State	Received state work-study award for UG education, 2011-12
SRRECSTWKAMT13	Financial aid: State	Received state work-study award for UG education, 2012-13
SRRECSTWKAMT14	Financial aid: State	Received state work-study award for UG education, 2013-14
SRRECSTWKAMT15	Financial aid: State	Received state work-study award for UG education, 2014-15
SRRECSTWKAMT16	Financial aid: State	Received state work-study award for UG education, 2015-16
SRRECSTWKAMT17	Financial aid: State	Received state work-study award for UG education, 2016-17
SREVRECSTWKAMT	Financial aid: State	Ever received state work-study award for UG education, 2012-17
SRRECVOCHELP12	Financial aid: State	Received vocational rehabilitation or training for UG education, 2011-12
SRRECVOCHELP13	Financial aid: State	Received vocational rehabilitation or training for UG education, 2012-13
SRRECVOCHELP14	Financial aid: State	Received vocational rehabilitation or training for UG education, 2013-14
SRRECVOCHELP15	Financial aid: State	Received vocational rehabilitation or training for UG education, 2014-15
SRRECVOCHELP16	Financial aid: State	Received vocational rehabilitation or training for UG education, 2015-16
SRRECVOCHELP17	Financial aid: State	Received vocational rehabilitation or training for UG education, 2016-17
SREVRECVOCHELP	Financial aid: State	Ever received vocational rehabilitation/training grant for UG education, 2012-17
SRRECFEDNEED12	Financial aid: Federal	Received federal need-based aid for UG education, 2011-12
SRRECFEDNEED13	Financial aid: Federal	Received federal need-based aid for UG education, 2012-13
SRRECFEDNEED14	Financial aid: Federal	Received federal need-based aid for UG education, 2013-14
SRRECFEDNEED15	Financial aid: Federal	Received federal need-based aid for UG education, 2014-15
SRRECFEDNEED16	Financial aid: Federal	Received federal need-based aid for UG education, 2015-16
SRRECFEDNEED17	Financial aid: Federal	Received federal need-based aid for UG education, 2016-17
SREVRECFEDNEED	Financial aid: Federal	Ever received federal need-based aid for UG education, 2012-17
SRRECCAMPAMT12	Financial aid: Federal	Received federal campus-based aid (Perkins, SEOG, FWS) for UG education, 2011-12
SRRECCAMPAMT13	Financial aid: Federal	Received federal campus-based aid (Perkins, SEOG, FWS) for UG education, 2012-13
SRRECCAMPAMT14	Financial aid: Federal	Received federal campus-based aid (Perkins, SEOG, FWS) for UG education, 2013-14
SRRECCAMPAMT15	Financial aid: Federal	Received federal campus-based aid (Perkins, SEOG, FWS) for UG education, 2014-15
SRRECCAMPAMT16	Financial aid: Federal	Received federal campus-based aid (Perkins, SEOG, FWS) for UG education, 2015-16
SRRECCAMPAMT17	Financial aid: Federal	Received federal campus-based aid (Perkins, SEOG, FWS) for UG education, 2016-17
SREVRECCAMPAMT	Financial aid: Federal	Ever received federal campus-based aid (Perkins, SEOG, FWS) for UG educ, 2012-17
SRRECPELLPACK12	Financial aid: Package	Aid package with Pell Grants for UG education, 2011-12

See notes at end of table.

Variable name	Subject	Variable label
SRRECELLPACK13	Financial aid: Package	Aid package with Pell Grants for UG education, 2012-13
SRRECELLPACK14	Financial aid: Package	Aid package with Pell Grants for UG education, 2013-14
SRRECELLPACK15	Financial aid: Package	Aid package with Pell Grants for UG education, 2014-15
SRRECELLPACK16	Financial aid: Package	Aid package with Pell Grants for UG education, 2015-16
SRRECELLPACK17	Financial aid: Package	Aid package with Pell Grants for UG education, 2016-17
SREVRECELLPACK	Financial aid: Package	Aid package with Pell Grants for UG education, 2012-17
SRRECFEDPACK12	Financial aid: Package	Federal aid package for UG education, 2011-12
SRRECFEDPACK13	Financial aid: Package	Federal aid package for UG education, 2012-13
SRRECFEDPACK14	Financial aid: Package	Federal aid package for UG education, 2013-14
SRRECFEDPACK15	Financial aid: Package	Federal aid package for UG education, 2014-15
SRRECFEDPACK16	Financial aid: Package	Federal aid package for UG education, 2015-16
SRRECFEDPACK17	Financial aid: Package	Federal aid package for UG education, 2016-17
SREVRECFEDPACK	Institution price	Federal aid package for UG education, 2012-17

NOTE: FWS = Federal Work-Study; SEOG = Supplemental Educational Opportunity Grant.

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

## Appendix F. Unweighted Item Response Rates

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SREVRECCAMPAMT	Ever received federal campus-based aid (Perkins, SEOG, FWS) for undergraduate education, 2012--17	11,150	13.9	37.0	12.3	16.8	14.7	‡	13.9	15.6
SREVRECEMPLWAIV	Ever received institutional tuition waiver for staff for undergraduate education, 2012-17	11,150	21.6	46.9	20.6	25.1	22.6	‡	20.4	22.2
SREVRECFEDNEED	Ever received federal need-based aid for undergraduate education, 2012-17	11,150	13.9	37.0	12.3	16.8	14.7	‡	13.9	15.6
SREVRECFEDPACK	Federal aid package for undergraduate education, 2012-17	11,150	13.9	37.0	12.3	16.8	14.7	‡	13.9	15.6
SREVRECINATHAMT	Ever received athletic scholarship for undergraduate education, 2012-17	11,150	23.3	48.1	21.3	26.2	23.9	‡	23.0	26.8
SREVRECINGRTAMT	Ever received institutional grant for undergraduate education, 2012-17	11,150	21.6	46.9	20.6	25.1	22.6	‡	20.3	22.2
SREVRECINLNAMT	Ever received institutional loan for undergraduate education, 2012-17	11,150	21.7	46.9	20.6	25.1	22.6	‡	21.0	22.3
SREVRECINSMERIT	Ever received institutional merit-only grant for undergraduate education, 2012-17	11,150	23.1	48.1	21.2	26.2	23.8	‡	22.6	26.7
SREVRECINSTAMT	Ever received institutional aid for undergraduate education, 2012-17	11,150	21.6	46.9	20.6	25.1	22.6	‡	20.3	22.2
SREVRECINSTNEED	Ever received institutional need-based grant for undergraduate education, 2012-17	11,150	24.5	48.1	21.5	26.7	25.1	‡	26.6	29.9
SREVRECINSTNOND	Ever received institutional non-need & merit grant for undergraduate education, 2012-17	11,150	21.6	46.9	20.6	25.1	22.6	‡	20.3	22.2
SREVRECINSTNOND1	Ever received institutional non-need, non-merit grant for undergraduate education, 2012-17	11,150	21.6	46.9	20.6	25.1	22.6	‡	20.3	22.2
SREVRECINSTWRK	Ever received institutional work-study award for undergraduate education, 2012-17	11,150	21.7	46.9	20.7	25.1	22.6	‡	20.4	22.2
SREVRECINSWAIV	Ever received institutional tuition & fee waiver for undergraduate education, 2012-17	11,150	21.6	46.9	20.6	25.1	22.6	‡	20.3	22.2
SREVRECMERITAID	Ever received merit-only grant for undergraduate education, 2012-17	11,150	22.9	48.1	21.2	26.0	23.6	‡	21.9	26.2
SREVRECNEEDAID	Ever received need-based grant for undergraduate education, 2012-17	11,150	13.4	37.0	11.7	16.3	14.1	‡	13.3	15.0
SREVRECNEEDAID1	Ever received need-based aid for undergraduate education, 2012-17	11,150	13.3	37.0	11.6	16.1	14.1	‡	13.0	15.0

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SREVRECPELLPACK	Aid package with Pell Grants for undergraduate education, 2012-17	11,150	12.7	‡	11.5	15.8	13.1	‡	12.2	13.8
SREVRECSEOGAMT	Ever received federal SEOG for undergraduate education, 2012-17	11,150	22.5	37.0	22.0	24.1	22.7	‡	23.0	22.1
SREVRECSTATEAMT	Ever received state aid for undergraduate education, 2012-17	11,150	22.0	48.1	20.7	26.4	23.2	‡	20.4	22.7
SREVRECSTATNEED	Ever received state need-based grant for undergraduate education, 2012-17	11,150	23.1	48.1	21.2	27.4	24.2	‡	21.8	26.3
SREVRECSTATNOND	Ever received state non-need & merit grant for undergraduate education, 2012-17	11,150	23.3	48.1	21.5	27.5	24.0	‡	22.1	26.4
SREVRECSTGTAMT	Ever received state grant for undergraduate education, 2012-17	11,150	23.1	48.1	21.2	27.4	24.0	‡	21.8	26.3
SREVRECSTLNAMT	Ever received state loan for undergraduate education, 2012-17	11,150	23.1	48.1	21.2	27.4	24.0	‡	21.8	26.3
SREVRECSTMERIT	Ever received state merit-only grant for undergraduate education, 2012-17	11,150	24.4	48.1	22.7	29.3	26.0	‡	22.1	26.6
SREVRECSTNDMRT	Ever received state grant based both on need and merit for undergraduate education, 2012-17	11,150	23.4	48.1	21.3	27.6	24.8	‡	22.0	26.5
SREVRECSTNDONLY	Ever received state need-based only grant for undergraduate education, 2012-17	11,150	24.2	48.1	22.4	28.2	25.0	‡	22.9	27.3
SREVRECSTNOND1	Ever received state non-need grant for undergraduate education, 2012-17	11,150	23.7	48.1	21.9	27.6	24.3	‡	22.9	26.5
SREVRECSTWKAMT	Ever received state work-study award for undergraduate education, 2012-17	11,150	23.1	48.1	21.2	27.5	24.0	‡	21.8	26.4
SREVRECTFEDWRK	Ever received federal work-study award for undergraduate education, 2012-17	11,150	14.1	38.3	12.4	17.0	14.8	‡	14.0	15.8
SREVRECTITIVAMT	Ever received Title IV aid for undergraduate education, 2012-17	11,150	13.9	37.0	12.3	16.8	14.7	‡	13.9	15.6
SREVRECTOTAID2	Ever received Title IV, state, or institutional aid for undergraduate education, 2012-17	11,150	12.7	‡	11.5	15.8	13.1	‡	12.2	13.8
SREVRECTOTGRT4	Ever received state or institutional grant for undergraduate education, 2012-17	11,150	21.4	46.9	20.3	24.9	22.5	‡	20.2	22.1
SREVRECTOTLOAN3	Ever received loans (excluding private & Parent PLUS Loans) for undergraduate education, 2012-17	11,150	21.5	46.9	20.3	24.9	22.5	‡	21.0	22.1

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SREVRECTOTLOAN4	Ever received loans (excluding private loans & including Parent PLUS Loans) for undergraduate education, 2012-17	11,150	21.5	46.9	20.3	24.9	22.5	‡	21.0	22.1
SREVRECTOTWKST	Ever received work-study award for undergraduate education, 2012-17	11,150	12.9	37.0	11.5	16.0	13.4	‡	12.2	13.8
SREVRECVOHELP	Ever received vocational rehabilitation or training grant for undergraduate education, 2012-17	11,150	22.0	48.1	20.7	26.4	23.3	‡	20.4	22.7
SRRECCAMPAMT12	Received federal campus-based aid (Perkins, SEOG, FWS) for undergraduate education, 2011-12	11,150	32.0	59.3	25.1	36.8	37.8	‡	40.0	37.5
SRRECCAMPAMT13	Received federal campus-based aid (Perkins, SEOG, FWS) for undergraduate education, 2012-13	9,231	27.9	‡	24.8	29.7	29.7	‡	34.4	28.9
SRRECCAMPAMT14	Received federal campus-based aid (Perkins, SEOG, FWS) for undergraduate education, 2013-14	8,254	29.0	‡	25.4	29.4	32.7	‡	33.1	29.2
SRRECCAMPAMT15	Received federal campus-based aid (Perkins, SEOG, FWS) for undergraduate education, 2014-15	7,864	28.8	‡	25.9	28.1	31.3	‡	31.8	30.8
SRRECCAMPAMT16	Received federal campus-based aid (Perkins, SEOG, FWS) for undergraduate education, 2015-16	5,324	28.3	‡	26.5	27.6	33.6	‡	26.7	27.7
SRRECCAMPAMT17	Received federal campus-based aid (Perkins, SEOG, FWS) for undergraduate education, 2016-17	3,956	27.1	‡	26.5	30.7	26.7	‡	26.4	27.1
SRRECEMPLWAIV12	Received institutional tuition waiver for staff for undergraduate education, 2011-12	11,150	35.3	60.5	32.4	39.7	38.9	‡	38.4	35.3
SRRECEMPLWAIV13	Received institutional tuition waiver for staff for undergraduate education, 2012-13	9,231	37.4	‡	34.5	39.3	39.0	‡	44.2	37.7
SRRECEMPLWAIV14	Received institutional tuition waiver for staff for undergraduate education, 2013-14	8,254	39.4	‡	36.6	41.0	42.0	‡	46.3	36.8
SRRECEMPLWAIV15	Received institutional tuition waiver for staff for undergraduate education, 2014-15	7,864	38.9	‡	35.6	40.8	41.6	‡	43.6	38.6
SRRECEMPLWAIV16	Received institutional tuition waiver for staff for undergraduate education, 2015-16	5,324	38.7	‡	36.7	38.7	43.6	‡	39.2	37.4

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECEMPLWAIV17	Received institutional tuition waiver for staff for undergraduate education, 2016-17	3,956	37.4	‡	34.5	41.4	40.4	‡	37.5	39.5
SRRECFEDNEED12	Received federal need-based aid for undergraduate education, 2011-12	11,150	32.0	59.3	25.1	36.8	37.8	‡	40.0	37.5
SRRECFEDNEED13	Received federal need-based aid for undergraduate education, 2012-13	9,231	27.9	‡	24.8	29.7	29.7	‡	34.4	28.9
SRRECFEDNEED14	Received federal need-based aid for undergraduate education, 2013-14	8,254	29.0	‡	25.4	29.4	32.7	‡	33.1	29.2
SRRECFEDNEED15	Received federal need-based aid for undergraduate education, 2014-15	7,864	28.8	‡	25.9	28.1	31.3	‡	31.8	30.8
SRRECFEDNEED16	Received federal need-based aid for undergraduate education, 2015-16	5,324	28.3	‡	26.5	27.6	33.6	‡	26.7	27.7
SRRECFEDNEED17	Received federal need-based aid for undergraduate education, 2016-17	3,956	27.1	‡	26.5	30.7	26.7	‡	26.4	27.1
SRRECFEDPACK12	Federal aid package for undergraduate education, 2011-12	11,150	32.0	59.3	25.1	36.8	37.8	‡	40.0	37.5
SRRECFEDPACK13	Federal aid package for undergraduate education, 2012-13	9,231	27.9	‡	24.8	29.7	29.7	‡	34.4	28.9
SRRECFEDPACK14	Federal aid package for undergraduate education, 2013-14	8,254	29.0	‡	25.4	29.4	32.7	‡	33.1	29.2
SRRECFEDPACK15	Federal aid package for undergraduate education, 2014-15	7,864	28.8	‡	25.9	28.1	31.3	‡	31.8	30.8
SRRECFEDPACK16	Federal aid package for undergraduate education, 2015-16	5,324	28.3	‡	26.5	27.6	33.6	‡	26.7	27.7
SRRECFEDPACK17	Federal aid package for undergraduate education, 2016-17	3,956	27.1	‡	26.5	30.7	26.7	‡	26.4	27.1
SRRECINATHAMT12	Received athletic scholarship for undergraduate education, 2011-12	11,150	38.1	60.5	33.6	41.8	42.5	‡	41.6	42.9
SRRECINATHAMT13	Received athletic scholarship for undergraduate education, 2012-13	9,231	40.3	‡	36.5	40.6	41.4	‡	47.8	44.0
SRRECINATHAMT14	Received athletic scholarship for undergraduate education, 2013-14	8,254	41.9	‡	38.0	42.5	44.4	‡	48.5	42.3
SRRECINATHAMT15	Received athletic scholarship for undergraduate education, 2014-15	7,864	41.4	‡	37.4	42.8	43.8	‡	45.2	44.2
SRRECINATHAMT16	Received athletic scholarship for undergraduate education, 2015-16	5,324	40.8	‡	38.3	41.2	46.0	‡	40.6	41.0

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECINATHAMT17	Received athletic scholarship for undergraduate education, 2016-17	3,956	38.2	‡	35.4	43.6	40.9	‡	38.5	39.6
SRRECINGRTAMT12	Received institutional grant for undergraduate education, 2011-12	11,150	35.2	60.5	32.3	39.7	38.9	‡	38.3	35.1
SRRECINGRTAMT13	Received institutional grant for undergraduate education, 2012-13	9,231	37.4	‡	34.5	39.3	39.0	‡	44.1	37.6
SRRECINGRTAMT14	Received institutional grant for undergraduate education, 2013-14	8,254	39.4	‡	36.5	41.0	42.0	‡	46.2	36.6
SRRECINGRTAMT15	Received institutional grant for undergraduate education, 2014-15	7,864	38.8	‡	35.6	40.8	41.5	‡	43.4	38.4
SRRECINGRTAMT16	Received institutional grant for undergraduate education, 2015-16	5,324	38.6	‡	36.6	38.7	43.6	‡	39.2	37.2
SRRECINGRTAMT17	Received institutional grant for undergraduate education, 2016-17	3,956	37.3	‡	34.5	41.4	40.4	‡	37.5	39.1
SRRECINLNAMT12	Received institutional loan for undergraduate education in the 2011-12 academic year	11,150	35.3	60.5	32.3	39.7	39.1	‡	38.3	35.3
SRRECINLNAMT13	Received institutional loan for undergraduate education in the 2012-13 academic year	9,231	37.7	‡	34.5	39.3	39.4	‡	45.2	38.1
SRRECINLNAMT14	Received institutional loan for undergraduate education in the 2013-14 academic year	8,254	39.5	‡	36.5	41.0	42.4	‡	46.2	37.1
SRRECINLNAMT15	Received institutional loan for undergraduate education in the 2014-15 academic year	7,864	39.0	‡	35.7	40.8	42.1	‡	43.4	38.7
SRRECINLNAMT16	Received institutional loan for undergraduate education in the 2015-16 academic year	5,324	38.7	‡	36.7	38.7	43.8	‡	39.2	37.4
SRRECINLNAMT17	Received institutional loan for undergraduate education in the 2016-17 academic year	3,956	37.3	‡	34.5	41.4	40.4	‡	37.5	39.3
SRRECINSMERIT12	Received institutional merit-only grant for undergraduate education, 2011-12	11,150	37.9	60.5	33.4	41.7	42.3	‡	41.5	42.7
SRRECINSMERIT13	Received institutional merit-only grant for undergraduate education, 2012-13	9,231	40.2	‡	36.4	40.6	41.2	‡	47.5	43.8
SRRECINSMERIT14	Received institutional merit-only grant for undergraduate education, 2013-14	8,254	41.7	‡	38.0	42.5	44.2	‡	47.8	42.1
SRRECINSMERIT15	Received institutional merit-only grant for undergraduate education, 2014-15	7,864	41.3	‡	37.3	42.8	43.6	‡	44.6	44.1
SRRECINSMERIT16	Received institutional merit-only grant for undergraduate education, 2015-16	5,324	40.7	‡	38.2	41.2	45.9	‡	40.2	41.0

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECINSMERIT17	Received institutional merit-only grant for undergraduate education, 2016-17	3,956	38.2	‡	35.4	43.6	40.9	‡	38.5	39.6
SRRECINSTAMT12	Received institutional aid for undergraduate education, 2011-12	11,150	35.2	60.5	32.3	39.7	38.9	‡	38.3	35.1
SRRECINSTAMT13	Received institutional aid for undergraduate education, 2012-13	9,231	37.4	‡	34.5	39.3	39.0	‡	44.1	37.6
SRRECINSTAMT14	Received institutional aid for undergraduate education, 2013-14	8,254	39.4	‡	36.5	41.0	42.0	‡	46.2	36.6
SRRECINSTAMT15	Received institutional aid for undergraduate education, 2014-15	7,864	38.8	‡	35.6	40.8	41.5	‡	43.4	38.4
SRRECINSTAMT16	Received institutional aid for undergraduate education, 2015-16	5,324	38.6	‡	36.6	38.7	43.6	‡	39.2	37.2
SRRECINSTAMT17	Received institutional aid for undergraduate education, 2016-17	3,956	37.3	‡	34.5	41.4	40.4	‡	37.5	39.1
SRRECINSTNEED12	Received institutional need-based grant for undergraduate education, 2011-12	11,150	40.9	60.5	34.0	44.6	46.4	‡	49.7	48.1
SRRECINSTNEED13	Received institutional need-based grant for undergraduate education, 2012-13	9,231	42.0	‡	37.0	41.9	43.8	‡	49.4	48.0
SRRECINSTNEED14	Received institutional need-based grant for undergraduate education, 2013-14	8,254	43.8	‡	38.7	44.1	47.2	‡	50.0	46.1
SRRECINSTNEED15	Received institutional need-based grant for undergraduate education, 2014-15	7,864	43.4	‡	37.8	44.5	46.5	‡	46.8	48.8
SRRECINSTNEED16	Received institutional need-based grant for undergraduate education, 2015-16	5,324	42.1	‡	39.1	43.1	47.3	‡	41.6	43.7
SRRECINSTNEED17	Received institutional need-based grant for undergraduate education, 2016-17	3,956	39.3	‡	36.2	43.8	42.1	‡	39.4	41.8
SRRECINSTNOND12	Received institutional non-need & merit grant for undergraduate education, 2011-12	11,150	35.2	60.5	32.3	39.7	38.9	‡	38.3	35.1
SRRECINSTNOND13	Received institutional non-need & merit grant for undergraduate education, 2012-13	9,231	37.4	‡	34.5	39.3	39.0	‡	44.1	37.6
SRRECINSTNOND14	Received institutional non-need & merit grant for undergraduate education, 2013-14	8,254	39.4	‡	36.5	41.0	42.0	‡	46.2	36.6
SRRECINSTNOND15	Received institutional non-need & merit grant for undergraduate education, 2014-15	7,864	38.8	‡	35.6	40.8	41.5	‡	43.4	38.4
SRRECINSTNOND16	Received institutional non-need & merit grant for undergraduate education, 2015-16	5,324	38.6	‡	36.6	38.7	43.6	‡	39.2	37.2

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECINSTNOND17	Received institutional non-need & merit grant for undergraduate education, 2016-17	3,956	37.3	‡	34.5	41.4	40.4	‡	37.5	39.1
SRRECINSTNOND1Y12	Received institutional non-need, non-merit grant for undergraduate education, 2011-12	11,150	35.2	60.5	32.3	39.7	38.9	‡	38.3	35.1
SRRECINSTNOND1Y13	Received institutional non-need, non-merit grant for undergraduate education, 2012-13	9,231	37.4	‡	34.5	39.3	39.0	‡	44.1	37.6
SRRECINSTNOND1Y14	Received institutional non-need, non-merit grant for undergraduate education, 2013-14	8,254	39.4	‡	36.5	41.0	42.0	‡	46.2	36.6
SRRECINSTNOND1Y15	Received institutional non-need, non-merit grant for undergraduate education, 2014-15	7,864	38.8	‡	35.6	40.8	41.5	‡	43.4	38.4
SRRECINSTNOND1Y16	Received institutional non-need, non-merit grant for undergraduate education, 2015-16	5,324	38.6	‡	36.6	38.7	43.6	‡	39.2	37.2
SRRECINSTNOND1Y17	Received institutional non-need, non-merit grant for undergraduate education, 2016-17	3,956	37.3	‡	34.5	41.4	40.4	‡	37.5	39.1
SRRECINSTWRK12	Received institutional work-study award for undergraduate education, 2011-12	11,150	35.3	60.5	32.4	39.8	39.4	‡	38.5	35.2
SRRECINSTWRK13	Received institutional work-study award for undergraduate education, 2012-13	9,231	37.4	‡	34.6	39.4	39.0	‡	44.2	37.7
SRRECINSTWRK14	Received institutional work-study award for undergraduate education, 2013-14	8,254	39.5	‡	36.6	41.5	42.1	‡	46.3	36.7
SRRECINSTWRK15	Received institutional work-study award for undergraduate education, 2014-15	7,864	38.9	‡	35.7	41.1	41.6	‡	43.6	38.7
SRRECINSTWRK16	Received institutional work-study award for undergraduate education, 2015-16	5,324	38.7	‡	36.7	38.9	43.6	‡	39.2	37.4
SRRECINSTWRK17	Received institutional work-study award for undergraduate education, 2016-17	3,956	37.3	‡	34.5	41.4	40.4	‡	37.5	39.3
SRRECINSWAIV12	Received institutional tuition & fee waiver for undergraduate education, 2011-12	11,150	35.2	60.5	32.3	39.7	38.9	‡	38.3	35.1
SRRECINSWAIV13	Received institutional tuition & fee waiver for undergraduate education, 2012-13	9,231	37.4	‡	34.5	39.3	39.0	‡	44.1	37.6
SRRECINSWAIV14	Received institutional tuition & fee waiver for undergraduate education, 2013-14	8,254	39.4	‡	36.5	41.0	42.0	‡	46.2	36.6
SRRECINSWAIV15	Received institutional tuition & fee waiver for undergraduate education, 2014-15	7,864	38.8	‡	35.6	40.8	41.5	‡	43.4	38.4
SRRECINSWAIV16	Received institutional tuition & fee waiver for undergraduate education, 2015-16	5,324	38.6	‡	36.6	38.7	43.6	‡	39.2	37.2

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECINSWAIV17	Received institutional tuition & fee waiver for undergraduate education, 2016-17	3,956	37.3	‡	34.5	41.4	40.4	‡	37.5	39.1
SRRECMERITAID12	Received merit-only grant for undergraduate education, 2011-12	11,150	37.3	60.5	33.3	41.5	41.5	‡	40.0	41.1
SRRECMERITAID13	Received merit-only grant for undergraduate education, 2012-13	9,231	40.0	‡	36.4	40.6	41.2	‡	46.9	43.2
SRRECMERITAID14	Received merit-only grant for undergraduate education, 2013-14	8,254	41.5	‡	37.9	42.5	44.0	‡	47.3	41.9
SRRECMERITAID15	Received merit-only grant for undergraduate education, 2014-15	7,864	41.0	‡	37.1	42.7	43.5	‡	44.1	43.9
SRRECMERITAID16	Received merit-only grant for undergraduate education, 2015-16	5,324	40.7	‡	38.2	41.2	45.9	‡	40.1	40.9
SRRECMERITAID17	Received merit-only grant for undergraduate education, 2016-17	3,956	38.2	‡	35.4	43.6	40.8	‡	38.2	39.6
SRRECNEEDAID12	Received need-based grant for undergraduate education, 2011-12	11,150	30.0	59.3	24.3	34.5	35.2	‡	36.8	33.3
SRRECNEEDAID13	Received need-based grant for undergraduate education, 2012-13	9,231	27.2	‡	24.2	28.5	29.1	‡	33.6	27.9
SRRECNEEDAID14	Received need-based grant for undergraduate education, 2013-14	8,254	28.7	‡	25.3	29.5	32.0	‡	32.9	28.6
SRRECNEEDAID15	Received need-based grant for undergraduate education, 2014-15	7,864	28.2	‡	25.4	27.7	30.6	‡	30.8	30.2
SRRECNEEDAID16	Received need-based grant for undergraduate education, 2015-16	5,324	27.8	‡	26.1	27.6	32.9	‡	26.0	27.6
SRRECNEEDAID17	Received need-based grant for undergraduate education, 2016-17	3,956	26.8	‡	25.8	31.0	27.2	‡	26.1	26.7
SRRECNEEDAID1Y12	Received need-based aid for undergraduate education, 2011-12	11,150	29.8	59.3	24.0	33.7	35.1	‡	36.7	33.3
SRRECNEEDAID1Y13	Received need-based aid for undergraduate education, 2012-13	9,231	26.9	‡	24.0	27.7	28.8	‡	33.3	27.9
SRRECNEEDAID1Y14	Received need-based aid for undergraduate education, 2013-14	8,254	28.2	‡	24.8	28.9	31.5	‡	32.3	28.3
SRRECNEEDAID1Y15	Received need-based aid for undergraduate education, 2014-15	7,864	28.0	‡	25.4	27.2	30.1	‡	30.6	30.0
SRRECNEEDAID1Y16	Received need-based aid for undergraduate education, 2015-16	5,324	27.7	‡	26.1	27.4	32.7	‡	25.6	27.3

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECNEEDAID1Y17	Received need-based aid for undergraduate education, 2016-17	3,956	26.5	‡	25.7	30.2	26.4	‡	25.7	26.5
SRRECELLPACK12	Aid package with Pell Grants for undergraduate education, 2011-12	11,150	28.3	59.3	23.7	33.0	31.8	‡	34.5	30.5
SRRECELLPACK13	Aid package with Pell Grants for undergraduate education, 2012-13	9,231	25.5	‡	23.1	27.4	27.3	‡	30.8	25.3
SRRECELLPACK14	Aid package with Pell Grants for undergraduate education, 2013-14	8,254	27.1	‡	24.3	28.6	29.7	‡	31.9	26.2
SRRECELLPACK15	Aid package with Pell Grants for undergraduate education, 2014-15	7,864	26.7	‡	24.4	26.9	28.0	‡	30.1	27.6
SRRECELLPACK16	Aid package with Pell Grants for undergraduate education, 2015-16	5,324	26.4	‡	25.2	26.8	30.8	‡	25.1	24.3
SRRECELLPACK17	Aid package with Pell Grants for undergraduate education, 2016-17	3,956	26.0	‡	25.3	29.8	26.1	‡	25.2	26.2
SRRECSEOGAMT12	Received federal SEOG for undergraduate education, 2011-12	11,150	51.1	66.7	47.7	53.0	58.6	22.2	55.0	50.7
SRRECSEOGAMT13	Received federal SEOG for undergraduate education, 2012-13	9,231	35.3	‡	32.4	35.9	39.2	‡	40.5	35.4
SRRECSEOGAMT14	Received federal SEOG for undergraduate education, 2013-14	8,254	36.2	‡	32.6	37.7	41.6	‡	39.9	34.8
SRRECSEOGAMT15	Received federal SEOG for undergraduate education, 2014-15	7,864	35.4	‡	31.6	35.8	40.5	‡	36.6	37.0
SRRECSEOGAMT16	Received federal SEOG for undergraduate education, 2015-16	5,324	34.6	‡	32.3	34.7	40.6	‡	31.6	35.8
SRRECSEOGAMT17	Received federal SEOG for undergraduate education, 2016-17	3,956	32.5	‡	32.5	33.1	32.0	‡	31.4	33.5
SRRECSTATEAMT12	Received state aid for undergraduate education, 2011-12	11,150	35.6	60.5	32.7	39.9	39.7	‡	38.3	35.7
SRRECSTATEAMT13	Received state aid for undergraduate education, 2012-13	9,231	38.6	‡	35.6	41.6	41.0	‡	45.1	37.7
SRRECSTATEAMT14	Received state aid for undergraduate education, 2013-14	8,254	40.3	‡	37.4	41.3	43.7	‡	47.1	37.0
SRRECSTATEAMT15	Received state aid for undergraduate education, 2014-15	7,864	39.6	‡	36.5	41.1	43.2	‡	44.0	38.8
SRRECSTATEAMT16	Received state aid for undergraduate education, 2015-16	5,324	40.0	‡	37.9	39.2	46.2	‡	39.9	38.0

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECSTATEAMT17	Received state aid for undergraduate education, 2016-17	3,956	38.0	‡	35.3	42.1	40.9	‡	38.2	39.5
SRRECSTATNEED12	Received state need-based grant for undergraduate education, 2011-12	11,150	37.6	60.5	33.5	42.0	42.2	‡	39.9	41.4
SRRECSTATNEED13	Received state need-based grant for undergraduate education, 2012-13	9,231	40.3	‡	36.4	42.8	41.4	‡	46.8	43.3
SRRECSTATNEED14	Received state need-based grant for undergraduate education, 2013-14	8,254	41.7	‡	38.1	42.7	44.2	‡	47.2	41.9
SRRECSTATNEED15	Received state need-based grant for undergraduate education, 2014-15	7,864	41.2	‡	37.4	42.8	43.6	‡	44.1	43.9
SRRECSTATNEED16	Received state need-based grant for undergraduate education, 2015-16	5,324	40.9	‡	38.3	41.2	46.4	‡	40.4	41.0
SRRECSTATNEED17	Received state need-based grant for undergraduate education, 2016-17	3,956	38.6	‡	35.8	43.8	41.7	‡	38.5	39.8
SRRECSTATNOND12	Received state non-need & merit grant for undergraduate education, 2011-12	11,150	37.8	60.5	33.9	42.1	42.0	‡	40.1	41.4
SRRECSTATNOND13	Received state non-need & merit grant for undergraduate education, 2012-13	9,231	40.5	‡	36.8	42.8	41.4	‡	47.1	43.5
SRRECSTATNOND14	Received state non-need & merit grant for undergraduate education, 2013-14	8,254	41.8	‡	38.3	42.8	44.1	‡	47.5	42.1
SRRECSTATNOND15	Received state non-need & merit grant for undergraduate education, 2014-15	7,864	41.3	‡	37.5	42.8	43.6	‡	44.3	43.9
SRRECSTATNOND16	Received state non-need & merit grant for undergraduate education, 2015-16	5,324	40.9	‡	38.4	41.2	46.3	‡	40.4	41.0
SRRECSTATNOND17	Received state non-need & merit grant for undergraduate education, 2016-17	3,956	38.4	‡	35.7	43.8	40.9	‡	38.5	39.8
SRRECSTGTAMT12	Received state grant for undergraduate education, 2011-12	11,150	37.5	60.5	33.4	42.0	41.9	‡	39.9	41.3
SRRECSTGTAMT13	Received state grant for undergraduate education, 2012-13	9,231	40.2	‡	36.4	42.8	41.4	‡	46.8	43.3
SRRECSTGTAMT14	Received state grant for undergraduate education, 2013-14	8,254	41.7	‡	38.1	42.7	44.1	‡	47.2	41.9
SRRECSTGTAMT15	Received state grant for undergraduate education, 2014-15	7,864	41.2	‡	37.3	42.8	43.6	‡	44.1	43.9
SRRECSTGTAMT16	Received state grant for undergraduate education, 2015-16	5,324	40.8	‡	38.3	41.2	46.3	‡	40.4	41.0

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECSTGTAMT17	Received state grant for undergraduate education, 2016-17	3,956	38.4	‡	35.6	43.8	40.9	‡	38.5	39.8
SRRECSTLNAMT12	Received state loan for undergraduate education, 2011-12	11,150	37.5	60.5	33.4	42.0	42.0	‡	39.9	41.3
SRRECSTLNAMT13	Received state loan for undergraduate education, 2012-13	9,231	40.3	‡	36.4	42.8	41.5	‡	46.8	43.3
SRRECSTLNAMT14	Received state loan for undergraduate education, 2013-14	8,254	41.7	‡	38.1	42.7	44.1	‡	47.2	41.9
SRRECSTLNAMT15	Received state loan for undergraduate education, 2014-15	7,864	41.2	‡	37.4	42.8	43.6	‡	44.2	43.9
SRRECSTLNAMT16	Received state loan for undergraduate education, 2015-16	5,324	40.9	‡	38.3	41.4	46.3	‡	40.4	41.0
SRRECSTLNAMT17	Received state loan for undergraduate education, 2016-17	3,956	38.4	‡	35.6	43.8	40.9	‡	38.5	39.8
SRRECSTMERIT12	Received state merit-only grant for undergraduate education, 2011-12	11,150	39.9	60.5	36.2	45.0	46.2	‡	40.2	42.0
SRRECSTMERIT13	Received state merit-only grant for undergraduate education, 2012-13	9,231	41.1	‡	37.4	43.0	43.2	‡	47.2	43.5
SRRECSTMERIT14	Received state merit-only grant for undergraduate education, 2013-14	8,254	42.5	‡	38.9	43.3	46.0	‡	47.7	42.2
SRRECSTMERIT15	Received state merit-only grant for undergraduate education, 2014-15	7,864	41.8	‡	37.8	43.7	45.2	‡	44.4	44.0
SRRECSTMERIT16	Received state merit-only grant for undergraduate education, 2015-16	5,324	41.1	‡	38.4	41.8	47.0	‡	40.6	41.0
SRRECSTMERIT17	Received state merit-only grant for undergraduate education, 2016-17	3,956	38.5	‡	35.8	43.8	41.1	‡	38.5	39.8
SRRECSTNDMRT12	Received state grant based both on need and merit for undergraduate education, 2011-12	11,150	38.2	60.5	34.0	42.3	43.6	‡	40.1	41.8
SRRECSTNDMRT13	Received state grant based both on need and merit for undergraduate education, 2012-13	9,231	40.5	‡	36.7	42.8	42.0	‡	47.0	43.4
SRRECSTNDMRT14	Received state grant based both on need and merit for undergraduate education, 2013-14	8,254	42.0	‡	38.4	42.8	45.0	‡	47.5	42.0
SRRECSTNDMRT15	Received state grant based both on need and merit for undergraduate education, 2014-15	7,864	41.6	‡	37.7	42.9	44.5	‡	44.3	44.1
SRRECSTNDMRT16	Received state grant based both on need and merit for undergraduate education, 2015-16	5,324	41.1	‡	38.7	41.2	46.5	‡	40.6	41.1

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECSTNDMRT17	Received state grant based both on need and merit for undergraduate education, 2016-17	3,956	38.9	‡	36.1	43.8	42.0	‡	38.7	40.0
SRRECSTNDONLY12	Received state need-based only grant for undergraduate education, 2011-12	11,150	40.1	60.5	35.9	44.9	45.0	‡	41.6	44.2
SRRECSTNDONLY13	Received state need-based only grant for undergraduate education, 2012-13	9,231	41.9	‡	38.5	44.9	43.5	‡	47.4	44.0
SRRECSTNDONLY14	Received state need-based only grant for undergraduate education, 2013-14	8,254	43.6	‡	40.1	44.9	46.6	‡	48.5	43.1
SRRECSTNDONLY15	Received state need-based only grant for undergraduate education, 2014-15	7,864	42.8	‡	38.9	45.4	45.8	‡	45.2	44.8
SRRECSTNDONLY16	Received state need-based only grant for undergraduate education, 2015-16	5,324	42.1	‡	39.9	42.5	47.4	‡	41.6	41.7
SRRECSTNDONLY17	Received state need-based only grant for undergraduate education, 2016-17	3,956	39.5	‡	37.2	44.0	42.2	‡	39.4	40.2
SRRECSTNOND1Y12	Received state non-need grant for undergraduate education, 2011-12	11,150	38.8	60.5	35.0	42.2	43.2	‡	41.2	42.2
SRRECSTNOND1Y13	Received state non-need grant for undergraduate education, 2012-13	9,231	40.9	‡	37.2	42.9	42.2	‡	47.3	43.7
SRRECSTNOND1Y14	Received state non-need grant for undergraduate education, 2013-14	8,254	42.2	‡	38.7	43.0	44.8	‡	47.9	42.2
SRRECSTNOND1Y15	Received state non-need grant for undergraduate education, 2014-15	7,864	41.6	‡	37.8	42.8	44.3	‡	44.6	44.1
SRRECSTNOND1Y16	Received state non-need grant for undergraduate education, 2015-16	5,324	41.2	‡	38.9	41.4	46.5	‡	40.6	41.3
SRRECSTNOND1Y17	Received state non-need grant for undergraduate education, 2016-17	3,956	38.6	‡	36.0	43.8	41.2	‡	38.5	40.0
SRRECSTWKAMT12	Received state work-study award for undergraduate education, 2011-12	11,150	37.6	60.5	33.5	42.1	41.9	‡	39.9	41.5
SRRECSTWKAMT13	Received state work-study award for undergraduate education, 2012-13	9,231	40.3	‡	36.4	42.8	41.4	‡	46.8	43.3
SRRECSTWKAMT14	Received state work-study award for undergraduate education, 2013-14	8,254	41.7	‡	38.1	42.7	44.1	‡	47.2	42.0
SRRECSTWKAMT15	Received state work-study award for undergraduate education, 2014-15	7,864	41.2	‡	37.4	42.8	43.6	‡	44.1	43.9
SRRECSTWKAMT16	Received state work-study award for undergraduate education, 2015-16	5,324	40.9	‡	38.3	41.2	46.3	‡	40.4	41.0

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECSTWKAMT17	Received state work-study award for undergraduate education, 2016-17	3,956	38.4	‡	35.7	43.8	40.9	‡	38.5	39.8
SRRECTFEDWRK12	Received federal work-study award for undergraduate education, 2011-12	11,150	32.2	60.5	25.1	37.3	37.8	‡	40.3	37.7
SRRECTFEDWRK13	Received federal work-study award for undergraduate education, 2012-13	9,231	28.2	‡	24.9	29.8	29.9	‡	34.5	29.7
SRRECTFEDWRK14	Received federal work-study award for undergraduate education, 2013-14	8,254	29.2	‡	25.5	29.9	32.9	‡	33.8	29.3
SRRECTFEDWRK15	Received federal work-study award for undergraduate education, 2014-15	7,864	29.1	‡	26.1	29.0	31.4	‡	32.1	31.0
SRRECTFEDWRK16	Received federal work-study award for undergraduate education, 2015-16	5,324	28.5	‡	26.7	28.5	33.9	‡	26.8	27.8
SRRECTFEDWRK17	Received federal work-study award for undergraduate education, 2016-17	3,956	27.6	‡	26.9	30.7	27.8	‡	26.6	27.4
SRRECTITIVAMT12	Received Title IV aid for undergraduate education, 2011-12	11,150	32.0	59.3	25.1	36.8	37.8	‡	40.0	37.5
SRRECTITIVAMT13	Received Title IV aid for undergraduate education, 2012-13	9,231	27.9	‡	24.8	29.7	29.7	‡	34.4	28.9
SRRECTITIVAMT14	Received Title IV aid for undergraduate education, 2013-14	8,254	29.0	‡	25.4	29.4	32.7	‡	33.1	29.2
SRRECTITIVAMT15	Received Title IV aid for undergraduate education, 2014-15	7,864	28.8	‡	25.9	28.1	31.3	‡	31.8	30.8
SRRECTITIVAMT16	Received Title IV aid for undergraduate education, 2015-16	5,324	28.3	‡	26.5	27.6	33.6	‡	26.7	27.7
SRRECTITIVAMT17	Received Title IV aid for undergraduate education, 2016-17	3,956	27.1	‡	26.5	30.7	26.7	‡	26.4	27.1
SRRECTOTAID2Y12	Received Title IV, state, or institutional aid for undergraduate education, 2011-12	11,150	28.3	59.3	23.7	33.0	31.8	‡	34.5	30.5
SRRECTOTAID2Y13	Received Title IV, state, or institutional aid for undergraduate education, 2012-13	9,231	25.5	‡	23.1	27.4	27.3	‡	30.8	25.3
SRRECTOTAID2Y14	Received Title IV, state, or institutional aid for undergraduate education, 2013-14	8,254	27.1	‡	24.3	28.6	29.7	‡	31.9	26.2
SRRECTOTAID2Y15	Received Title IV, state, or institutional aid for undergraduate education, 2014-15	7,864	26.7	‡	24.4	26.9	28.0	‡	30.1	27.6
SRRECTOTAID2Y16	Received Title IV, state, or institutional aid for undergraduate education, 2015-16	5,324	26.4	‡	25.2	26.8	30.8	‡	25.1	24.3

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECTOTAID2Y17	Received Title IV, state, or institutional aid for undergraduate education, 2016-17	3,956	26.0	‡	25.3	29.8	26.1	‡	25.2	26.2
SRRECTOTGRT4Y12	Received state or institutional grant for undergraduate education, 2011-12	11,150	35.0	60.5	32.0	39.6	38.8	‡	37.9	35.1
SRRECTOTGRT4Y13	Received state or institutional grant for undergraduate education, 2012-13	9,231	37.2	‡	34.1	39.3	39.0	‡	43.9	37.4
SRRECTOTGRT4Y14	Received state or institutional grant for undergraduate education, 2013-14	8,254	39.2	‡	36.2	41.0	41.9	‡	46.2	36.6
SRRECTOTGRT4Y15	Received state or institutional grant for undergraduate education, 2014-15	7,864	38.7	‡	35.3	40.7	41.5	‡	43.4	38.4
SRRECTOTGRT4Y16	Received state or institutional grant for undergraduate education, 2015-16	5,324	38.6	‡	36.6	38.7	43.6	‡	39.2	37.2
SRRECTOTGRT4Y17	Received state or institutional grant for undergraduate education, 2016-17	3,956	37.2	‡	34.3	41.4	40.3	‡	37.3	39.1
SRRECTOTLOAN3Y12	Received loans (excluding private & Parent PLUS Loans) for undergraduate education, 2011-12	11,150	35.0	60.5	32.0	39.6	38.8	‡	37.9	35.1
SRRECTOTLOAN3Y13	Received loans (excluding private & Parent PLUS Loans) for undergraduate education, 2012-13	9,231	37.3	‡	34.2	39.3	39.0	‡	45.1	37.4
SRRECTOTLOAN3Y14	Received loans (excluding private & Parent PLUS Loans) for undergraduate education, 2013-14	8,254	39.2	‡	36.2	41.0	41.9	‡	46.2	36.6
SRRECTOTLOAN3Y15	Received loans (excluding private & Parent PLUS Loans) for undergraduate education, 2014-15	7,864	38.7	‡	35.3	40.7	41.5	‡	43.4	38.4
SRRECTOTLOAN3Y16	Received loans (excluding private & Parent PLUS Loans) for undergraduate education, 2015-16	5,324	38.6	‡	36.6	38.7	43.6	‡	39.2	37.2
SRRECTOTLOAN3Y17	Received loans (excluding private & Parent PLUS Loans) for undergraduate education, 2016-17	3,956	37.2	‡	34.3	41.4	40.3	‡	37.3	39.1
SRRECTOTLOAN4Y12	Received loans (excluding private loans & including Parent PLUS Loans) for undergraduate education, 2011-12	11,150	35.0	60.5	32.0	39.6	38.8	‡	37.9	35.1

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECTOTLOAN4Y13	Received loans (excluding private loans & including Parent PLUS Loans) for undergraduate education, 2012-13	9,231	37.3	‡	34.2	39.3	39.0	‡	45.1	37.4
SRRECTOTLOAN4Y14	Received loans (excluding private loans & including Parent PLUS Loans) for undergraduate education, 2013-14	8,254	39.2	‡	36.2	41.0	41.9	‡	46.2	36.6
SRRECTOTLOAN4Y15	Received loans (excluding private loans & including Parent PLUS Loans) for undergraduate education, 2014-15	7,864	38.7	‡	35.3	40.7	41.5	‡	43.4	38.4
SRRECTOTLOAN4Y16	Received loans (excluding private loans & including Parent PLUS Loans) for undergraduate education, 2015-16	5,324	38.6	‡	36.6	38.7	43.6	‡	39.2	37.2
SRRECTOTLOAN4Y17	Received loans (excluding private loans & including Parent PLUS Loans) for undergraduate education, 2016-17	3,956	37.2	‡	34.3	41.4	40.3	‡	37.3	39.1
SRRECTOTWKST12	Received work-study award for undergraduate education, 2011-12	11,150	28.6	60.5	23.7	33.0	32.6	‡	35.3	30.7
SRRECTOTWKST13	Received work-study award for undergraduate education, 2012-13	9,231	25.8	‡	23.3	27.4	27.6	‡	31.1	26.0
SRRECTOTWKST14	Received work-study award for undergraduate education, 2013-14	8,254	27.3	‡	24.4	28.7	30.1	‡	32.2	26.2
SRRECTOTWKST15	Received work-study award for undergraduate education, 2014-15	7,864	26.9	‡	24.6	27.2	28.5	‡	30.5	27.7
SRRECTOTWKST16	Received work-study award for undergraduate education, 2015-16	5,324	26.6	‡	25.4	27.0	31.0	‡	25.5	24.6
SRRECTOTWKST17	Received work-study award for undergraduate education, 2016-17	3,956	26.2	‡	25.4	29.8	26.3	‡	25.2	26.5
SRRECVOHELP12	Received vocational rehabilitation or training for undergraduate education, 2011-12	11,150	35.7	60.5	32.9	39.9	39.7	‡	38.3	35.7
SRRECVOHELP13	Received vocational rehabilitation or training for undergraduate education, 2012-13	9,231	38.6	‡	35.6	41.6	41.0	‡	45.1	37.7
SRRECVOHELP14	Received vocational rehabilitation or training for undergraduate education, 2013-14	8,254	40.3	‡	37.4	41.3	43.7	‡	47.1	37.0
SRRECVOHELP15	Received vocational rehabilitation or training for undergraduate education, 2014-15	7,864	39.7	‡	36.5	41.1	43.2	‡	44.0	38.8

See notes at end of table.

**Table F-1. Unweighted item response rates for derived variables constructed from imputed variables, for all respondents, by control and level of the NPSAS institution: 2017—Continued**

Variable	Variable label	Sample size <sup>1</sup>	All respondents	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
SRRECVOCHELP16	Received vocational rehabilitation or training for undergraduate education, 2015-16	5,324	40.0	‡	37.9	39.2	46.3	‡	39.9	38.0
SRRECVOCHELP17	Received vocational rehabilitation or training for undergraduate education, 2016-17	3,956	38.0	‡	35.3	42.1	41.1	‡	38.2	39.5

‡ Reporting standards not met (fewer than 30 unweighted nonrespondents).

<sup>1</sup> The sample size represents the number of respondents for whom the variable is applicable.

NOTE: FWS = Federal Work-Study; NPSAS = National Postsecondary Study Aid Study; SEOG = Supplemental Educational Opportunity Grant. For the purposes of derived variable construction, a student records respondent is defined as any eligible sample member for whom key data were obtained for at least 1 year at each known institution and whose NPSAS institution was not a for-profit school. Therefore, for-profit institution strata do not appear in this table.

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