2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06)

Methodology Report
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December 2007

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Executive Summary

Overview of BPS:04/06

The 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) is sponsored by the U.S. Department of Education to respond to the need for a national, comprehensive database concerning issues students may face in enrollment, persistence, progress, and attainment in postsecondary education and in consequent early rates of return to society. The BPS Longitudinal Study follows the paths of first-time beginners (FTBs) for a number of years as they navigate the system of postsecondary education, and captures transfer patterns, co-enrollment, and periods of nonenrollment (stopouts).

The BPS Longitudinal Study is unique in that the FTB cohort is tracked regardless of when they completed high school or how many colleges they attend. Students are classified as FTBs during the base-year survey of the 2003–04 National Postsecondary Student Aid Study (NPSAS:04), and tracked from that point forward. The first follow-up, BPS:04/06, focuses primarily on continued education and experience, education financing, entry into the workforce, the relationship between experiences during postsecondary education and various societal and personal outcomes, and returns to the individual and to society on the investment in postsecondary education. The second follow-up, BPS:04/09, will focus primarily on employment, baccalaureate degree completion, graduate and professional school access issues, and rate of return issues for those who will have completed their education.

This report details the methodological procedures and results from BPS:04/06. The full-scale study was conducted by RTI International (RTI), with the assistance of MPR Associates, Inc. (MPR), for the National Center for Education Statistics (NCES) of the U.S. Department of Education, Washington, DC, as authorized by Title I, Section 153, of the Education Sciences Reform Act [P.L. 107–279].

Sample Design

Students selected for BPS:04/06 were initially selected to participate in the NPSAS:04 base-year study. The NPSAS:04 study included 1,670 postsecondary institutions throughout the United States and Puerto Rico. Eligible institutions were required to meet the federal requirements to issue Title IV federal aid; offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours; offer courses that are open to more than the employees or members of the company or group (e.g., union) that administers the institution; and offer an educational program designed for persons who have completed a high school education. The BPS:04/06 sample included both NPSAS:04 respondents who were identified as FTBs and NPSAS:04 nonrespondents who were potential FTBs.

The BPS:04/06 data collection began with a sample of 23,090 students, a subset of students initially sampled for participation in NPSAS:04 and classified by their NPSAS institutions as FTBs.
Executive Summary

Data Collection Design

BPS:04/06 data collection consisted of three phases. The first, the early response incentive phase, paid a $30 incentive to sample members who completed the self-administered web interview or called in to complete a telephone interview during the first 4 weeks of data collection, prior to the start of outbound calling. Approximately 47 percent\(^1\) of completed interviews were obtained during this phase.

During the second phase of data collection, production interviewing, when interviewers were initiating calls to complete telephone interviews using computer-assisted telephone interviewing (CATI), the incentive amount was decreased to $20. A $20 incentive was also paid for a self-administered web interview completion, which remained available throughout production interviewing. About 23 percent of the completed interviews were obtained during the production interviewing phase.

The third phase of data collection, the nonresponse conversion phase, focused on obtaining interviews from sample members who had refused to participate, who could not be located, or who were difficult to reach but whose location had been confirmed. If last located within one of 48 selected geographic clusters, these nonrespondent cases were assigned to field interviewers for computer-assisted personal interviewing (CAPI). Otherwise the case continued to be worked by telephone interviewers, specially trained refusal converters, and the tracing unit in RTI’s Call Center Services (CCS). After a case was classified as either a refusal or difficult to find, the incentive amount was increased to $30. About 29 percent of completed interviews were completed during the nonresponse conversion phase.

Instrumentation

The BPS:04/06 was the first study in the BPS series of interviews that provided an option for sample members to complete a self-administered web interview. The web interview was designed to function in all three administration modes: self-administered, CATI, and CAPI. For CATI and CAPI interviews, the interviewer accessed the web instrument through RTI’s case management system. A Spanish web interview containing the first two sections of the full English interview was developed for Spanish-speaking respondents. The entire interview contained six sections that collected information on study eligibility (for base-year nonrespondents and those with questionable study eligibility), current or most recent enrollment, employment, finances, background, and locating information.

Data Collection Outcomes

Approximately 18,640 (81 percent) of the 23,090 sample members were determined to be eligible for inclusion in the BPS:04 cohort. Of those, 16,580 were located. The overall unweighted response rate for eligible sample members (including both located and not located) was 80 percent. Further, the response rate for eligible sample members who were successfully located was 90 percent. On average, the interview took approximately 20 minutes to complete.

\(^1\) Unless otherwise stated, all percentages presented in this report are based on unrounded numbers.
Base-year respondents had a lower overall interview time (20 minutes) than base-year nonrespondents (23 minutes).

**Evaluation of Data Quality**

The BPS:04/06 web-based instrument included several features to enhance data quality and minimize the potential effects of administration mode. Evaluations of data quality included examinations of cohort eligibility, match rates among extant databases, help text usage, item nonresponse, conversion of nonresponse to critical items in the instrument, and quality control procedures for question delivery and data entry.

**Data Files**

Over the course of data collection, the data were continuously processed and evaluated for quality. The final data files are available as a set of restricted research files, fully documented by an electronic codebook (ECB), and as a public release Data Analysis System (DAS), which also contains full documentation. The first DAS was adjudicated and approved for public release in June 2007. The primary analysis file contains data for 18,640 eligible sample members and over 800 variables developed from multiple sources.

**Analysis Weights**

The weights created for the analysis of BPS:04/06 data were derived from the NPSAS:04 base-year sample weights. Weights did not include nonresponse adjustments because the BPS file contained imputed data for BPS nonrespondents. The unweighted response rate was 80 percent, with a weighted response rate of 77 percent.

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2 The electronic codebook (ECB) and Data Analysis System (DAS) are both fully documented software products available from the National Center for Education Statistics (NCES). The DAS is available online at [http://nces.ed.gov/das](http://nces.ed.gov/das).
Foreword

This report describes and evaluates the methods and procedures used in the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06), the first follow-up of the cohort of first-time beginning students who were identified as part of the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). This cohort was first interviewed in 2004 and identified as first-time beginners (FTBs). An FTB was defined as an individual who began his or her postsecondary education during the 2003–04 academic year. BPS:04/06 is the first of two scheduled follow-up studies that will follow these students through college and into the workforce. The second, and final, follow-up is scheduled to take place in 2009. The BPS study is unique in that it includes both traditional and nontraditional students, follows their path through postsecondary education over the course of 6 years, and is not limited to enrollment at a single institution.

One important change new to the BPS project this cycle was the use of a single web-based interview for all administration modes. Students were given the opportunity to complete a self-administered interview online. Computer-assisted telephone interviewing (CATI) and computer-assisted personal interviewing (CAPI) were used to follow up with sample members who did not complete the self-administered interviews.

We hope that the information provided here will be useful to a wide range of interested readers and will encourage others to use the 2004/06 Beginning Postsecondary Students Longitudinal Study data. Additional information can be found at http://nces.ed.gov/surveys/bps/.

C. Dennis Carroll
Associate Commissioner
Postsecondary Studies Division
Acknowledgments

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Particular thanks are extended to the Technical Review Panel members, who provided considerable insight and guidance in the development of the design and instrumentation of the study. Thanks are also extended to the many project staff members, with special acknowledgment given to Nicole Amass, Lesa Caves, Theresa Gilligan, Richard Hair, and Sharon Powell, and to Daniel Goldenberg, Kent Phillippe, and Marvin Titus who reviewed this report and offered many helpful suggestions.

Finally, the authors would like to extend their thanks to the students who participated in the study. Their participation has made BPS:04/06 a success.
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Chapter 1
Overview of BPS:04/06

This report documents the methodological procedures and related evaluations for the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06). RTI International (RTI), with the assistance of MPR Associates, Inc. (MPR), conducted the full-scale BPS:04/06 for the National Center for Education Statistics (NCES) of the U.S. Department of Education, Washington, DC, as authorized by Title I, section 153 of the Education Sciences Reform Act [P.L. 107–279]. For reference, BPS was authorized by the following legislation:

- The Higher Education Act of 1965, as amended by the Higher Education Amendments of 1986, Title XIII(a), section 1303, and Title XIV, 20 U.S.C. § 1070 et seq. (1994);
- Sections 404(a), 408(a), and 408(b) of the National Education Statistics Act of 1994, 20 U.S.C. 9001 et seq. (2002).

This introductory chapter describes the background, purpose, schedule, and products of BPS:04/06. Chapter 2 describes study design and procedures. Chapter 3 presents data collection outcomes, while chapter 4 presents evaluations of the quality of the data collected. Chapter 5 reviews the data file development process. Finally, chapter 6 describes the weighting and variance estimation procedures and reports on the quality of the estimates. Further information about the study, including members of the Technical Review Panel, data elements, instrument facsimile, materials used during interviewer training and data collection, and additional technical details about the data, are provided as appendixes to the report and cited in the text where appropriate.

Analyses conducted to evaluate the effectiveness of the BPS:04/06 procedures are presented here. Unless otherwise indicated, a criterion probability level of .05 was used for all tests of significance. Throughout this document, reported numbers of sample institutions and students have been rounded to further ensure the confidentiality of individual student data. As a result, row and column entries in tables may not sum to their respective totals, and reported percentages (based on unrounded numbers) may differ somewhat from those that would result from these rounded numbers.

1.1 Background and Objectives of BPS Series

Each academic year, several million students begin postsecondary education for the first time. The BPS series provides a unique opportunity to learn about the experiences of these students during their first year, and at two additional time points after their first year. As one of
several studies sponsored by NCES to respond to the need for a national, comprehensive database on postsecondary education, the BPS series addresses issues related to enrollment, persistence, progress, attainment, continuation into graduate/professional school and employment, and to early rates of return to the individual and society.

The BPS series of studies is uniquely able to identify students as first-time beginners (FTBs) through its base study—the National Postsecondary Student Aid Study (NPSAS), a recurring survey of nationally representative, cross-sectional samples of postsecondary students designed to determine how students and their families pay for postsecondary education. The BPS series follows FTBs over a period of 6 years to monitor their progress in the issues of postsecondary education described above. Figure 1 presents the timelines for the base-year and subsequent follow-up studies for each BPS in the series.

**Figure 1. Chronology of the Beginning Postsecondary Students Longitudinal Study (BPS): 1990–2009**

BPS:04/06 consists of individuals who first began postsecondary education in the 2003–04 academic year, regardless of when they completed high school. BPS is unlike previous
longitudinal studies of high school age cohorts in that its student sample includes nontraditional postsecondary students who delay continuing their education after high school for a variety of reasons. Through its unique design, the BPS series makes it possible to trace the paths of FTBs throughout the entire system of postsecondary education over a number of years. Consequently, whereas typical retention and attainment studies of entering freshmen provide data at a single institution, BPS allows for the study of student persistence and attainment at any U.S. institution in the United States and Puerto Rico.

The purpose of the BPS:04/06 follow-up is to monitor the academic progress and persistence in postsecondary education of 2003–04 FTB students during the 3 years following their initial entry into a postsecondary institution. The data collection focused on degree completion (less than 4-year) and continued education and experience, education financing, entry into the workforce, the relationship between experiences during postsecondary education and various societal and personal outcomes, and returns to the individual and to society on the investment in postsecondary education.

The second follow-up of the BPS:04 cohort, scheduled for 2009, will monitor students’ academic progress in the 6 years following their first entry into postsecondary education and will be able to assess completion rates in 4-year programs. Data collected will continue to focus on education and employment, and the survey will include many of the questions used in the first follow-up. The second follow-up will also be enhanced to focus on graduate and professional school access issues, and to further explore rate of return issues for those who will have completed their education.

By following a cohort of new entrants into postsecondary education, the BPS series of studies provides a unique perspective on what happens to persons as they enter and pursue education beyond high school. Because it includes both traditional and nontraditional students, BPS permits study of educational aspirations, progress, persistence, and attainment for both groups of students. By providing longitudinal data for a single cohort and trend data across cohorts, the BPS series contributes a comprehensive national database addressing policy issues at the postsecondary level.

1.2 Schedule and Products of BPS:04/06

Table 1 summarizes the schedule for the full-scale study in 2006. Electronically documented, restricted-access research files (with associated electronic codebooks) as well as NCES Data Analysis Systems (DASs) for public release have been constructed from the full-scale data collection and made available to a variety of organizations and researchers. In addition to this full-scale methodology report, BPS:04/06 has produced

- special tabulations on issues of interest to the higher education community, as determined by NCES; and
- a descriptive summary of significant findings for dissemination to a broad audience.
Table 1. Schedule of major BPS:04/06 activities: 2005–07

<table>
<thead>
<tr>
<th>Activity</th>
<th>Start date¹</th>
<th>End date²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sampling</td>
<td>08/01/2005</td>
<td>09/30/2005</td>
</tr>
<tr>
<td>Instrument development</td>
<td>09/12/2005</td>
<td>02/24/2006</td>
</tr>
<tr>
<td>Data collection</td>
<td>03/20/2006</td>
<td>09/15/2006</td>
</tr>
<tr>
<td>Self-administered</td>
<td>03/20/2006</td>
<td>09/15/2006</td>
</tr>
<tr>
<td>Telephone interviewing—CATI</td>
<td>04/19/2006</td>
<td>09/15/2006</td>
</tr>
<tr>
<td>In-person interviewing—CAPI</td>
<td>06/26/2006</td>
<td>09/15/2006</td>
</tr>
<tr>
<td>Data files and documentation</td>
<td>03/30/2006</td>
<td>03/30/2007</td>
</tr>
<tr>
<td>Special tabulations and DAS files</td>
<td>05/02/2006</td>
<td>12/31/2007</td>
</tr>
<tr>
<td>Descriptive report</td>
<td>05/09/2006</td>
<td>11/19/2007</td>
</tr>
</tbody>
</table>

¹ This is the date on which the activity was initiated.
² This is the date on which the activity was completed.

NOTE: CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing. DAS = Data Analysis System.

This chapter describes the design of the BPS:04/06 full-scale data collection. An overview of the sampling design, sample member locating and contacting activities, interview design, and data collection procedures is presented, together with a description of the systems developed to support the BPS:04/06 data collection.

2.1 Sampling Design

2.1.1 Respondent Universe

The respondent universe for the BPS:04/06 full-scale study consisted of all students who began their postsecondary education for the first time during the 2003–04 academic year at any postsecondary institution in the United States or Puerto Rico that was eligible for the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). The sample students included the first-time beginners (FTBs) from NPSAS:04. The institution and student universes are defined in greater detail in the subsections that follow.

Institution Universe for NPSAS:04. The institutions eligible for NPSAS:04 were required during the 2003–04 academic year to meet all the requirements for distributing federal Title IV aid, including:

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

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

The above institutional eligibility conditions are consistent with previous NPSAS studies with two exceptions. First, the requirement of being eligible to distribute Title IV aid was implemented beginning with NPSAS:2000.\(^1\) Second, the previous NPSAS studies excluded institutions that offered only correspondence courses. NPSAS:04 included such institutions if they were eligible to distribute Title IV student aid.

\(^1\) An indicator of Title IV eligibility has been added to the analysis files from earlier NPSAS studies to facilitate comparable analyses.
Chapter 2. Design and Methodology of BPS:04/06

Student Universe for NPSAS:04 and BPS:04/06. Students eligible for the BPS:04/06 full-scale study were those both eligible to participate in NPSAS:04 and identified as FTB students at NPSAS sample institutions in the 2003–04 academic year. Consistent with previous NPSAS studies, the students eligible for the NPSAS:04 full-scale study were those enrolled in eligible institutions who satisfied all the following eligibility requirements:

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

NPSAS-eligible students who enrolled in a postsecondary institution during the “NPSAS year” (July 1, 2003–June 30, 2004) for the first time after completing high school requirements were considered pure FTBs and were eligible for BPS:04/06. Those NPSAS-eligible students who had enrolled for at least one course after completing high school but had never completed a postsecondary course before the 2003–04 academic year were considered effective FTBs and were also eligible for the BPS:04/06 full-scale study. In the full-scale BPS data collection, students were sampled from both (1) NPSAS:04 respondents who were identified as (pure or effective) FTBs and (2) NPSAS:04 nonrespondents who were potential (pure or effective) FTBs.

2.1.2 Statistical Methodology

The NPSAS:04 sampling design was a two-stage design in which eligible institutions were selected at the first stage and eligible students were selected at the second stage within eligible, responding sample institutions (see appendix A for more information on the NPSAS:04 sampling details). The NPSAS:04 sample, the process of identifying and selecting FTBs for the BPS follow-up studies, and the BPS:04/06 subsampling procedures are described below.

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

- missing enrollment data,² because these data are needed to compute measures of size for sample selection; and

---
² Missing IPEDS enrollment data had been previously imputed for most, but not all of the NPSAS:04 institutions. This step filled in missing data for any remaining institutions.
unusually large or small enrollment, especially if imputed because, if incorrect, these
data would result in inappropriate probabilities of selection and sample allocation.

Table 2 presents the allocation of the NPSAS:04 institutional sample to the nine types of
institutions. The number of sample institutions was 1,670, of which 1,630 were eligible. Table 2
also indicates that 1,360 institutions provided student enrollment lists.

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Sampled institutions</th>
<th>Eligible institutions</th>
<th>Provided enrollment lists</th>
<th>Unweighted percent</th>
<th>Weighted percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,670</td>
<td>1,630</td>
<td>1,360</td>
<td>83.5</td>
<td>80.0</td>
</tr>
<tr>
<td>Public less-than-2-year</td>
<td>70</td>
<td>60</td>
<td>50</td>
<td>76.6</td>
<td>74.3</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>380</td>
<td>380</td>
<td>320</td>
<td>85.4</td>
<td>77.6</td>
</tr>
<tr>
<td>Public 4-year non-doctorate-granting</td>
<td>130</td>
<td>130</td>
<td>110</td>
<td>85.1</td>
<td>70.3</td>
</tr>
<tr>
<td>Public 4-year doctorate-granting</td>
<td>230</td>
<td>230</td>
<td>200</td>
<td>86.3</td>
<td>87.1</td>
</tr>
<tr>
<td>Private not-for-profit 2-year or less</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>89.0</td>
<td>92.6</td>
</tr>
<tr>
<td>Private not-for-profit, 4-year non-doctorate-granting</td>
<td>280</td>
<td>270</td>
<td>220</td>
<td>81.9</td>
<td>78.1</td>
</tr>
<tr>
<td>Private not-for-profit 4-year doctorate-granting</td>
<td>220</td>
<td>220</td>
<td>170</td>
<td>77.7</td>
<td>80.8</td>
</tr>
<tr>
<td>Private for-profit less-than-2-year</td>
<td>170</td>
<td>160</td>
<td>140</td>
<td>84.0</td>
<td>82.3</td>
</tr>
<tr>
<td>Private for-profit 2-year or more</td>
<td>110</td>
<td>110</td>
<td>90</td>
<td>84.4</td>
<td>88.2</td>
</tr>
</tbody>
</table>

1 Percentages are based on the eligible institutions within the row under consideration.

NOTE: Detail may not sum to totals because of rounding. Among the 30 ineligible institutions, 10 closed after the sampling frame
was defined, and 10 failed to meet one or more of the criteria for institutional NPSAS eligibility. The remainder were treated as
merged institutions because two or more campuses were included on one combined student list.


A direct, unclustered sample of institutions was selected, like the sample selected for
NPSAS:2000 and NPSAS:96, rather than the clustered sample used for earlier NPSAS studies. In
addition, to allow analysis of the effects of state tuition and student aid policies in individual
states, representative samples were selected from three institution types—public 2-year
institutions; public 4-year institutions; and private not-for-profit 4-year institutions—in each of
the following 12 states: California, Connecticut, Delaware, Georgia, Illinois, Indiana, Minnesota,
Nebraska, New York, Oregon, Tennessee, and Texas.

Student Sample for NPSAS:04. The NPSAS:04 student sampling design was based on
fixed type sampling rates, not fixed type sample sizes. The design used two student sampling
types for undergraduates (FTB and other undergraduates), three student sampling types for
graduate students (master’s, doctoral, and other graduate students), and one type for first-
professional students. Differential sampling rates were used for the three types of graduate
students to get adequate representation of students pursuing doctoral degrees and to limit the
sample size for “other” graduate students, who are of limited inferential interest.

The NPSAS:04 student interview data collection procedures were expected to produce
about a 70 percent student response rate based on historical experience. The sample sizes were
determined using prior NPSAS experience regarding institutional CADE response rates and
sample student eligibility rates. A total of 109,210 sample students were selected for NPSAS:04, including 49,410 potential FTBs; 47,680 other undergraduate students; and 12,120 graduate and first-professional students (see table 3).

Table 3. Numbers of NPSAS:04 sampled and eligible students and response rates, by institutional characteristics and student type: 2004

<table>
<thead>
<tr>
<th>Institutional characteristics and student type³</th>
<th>Sampled students</th>
<th>Eligible students⁴</th>
<th>Unweighted percent</th>
<th>Weighted percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>109,210</td>
<td>101,010</td>
<td>89.8</td>
<td>91.0</td>
</tr>
<tr>
<td>Type of institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public less-than-2-year</td>
<td>3,180</td>
<td>2,580</td>
<td>84.2</td>
<td>90.6</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>36,300</td>
<td>32,450</td>
<td>81.3</td>
<td>83.9</td>
</tr>
<tr>
<td>Public 4-year non-doctorate-granting</td>
<td>9,200</td>
<td>8,880</td>
<td>91.9</td>
<td>93.3</td>
</tr>
<tr>
<td>Public 4-year doctorate-granting</td>
<td>22,350</td>
<td>21,620</td>
<td>93.7</td>
<td>94.2</td>
</tr>
<tr>
<td>Private not-for-profit less-than-4-year</td>
<td>3,060</td>
<td>2,770</td>
<td>94.3</td>
<td>94.6</td>
</tr>
<tr>
<td>Private not-for-profit 4-year non-doctorate-granting</td>
<td>9,740</td>
<td>9,300</td>
<td>96.3</td>
<td>96.9</td>
</tr>
<tr>
<td>Private not-for-profit 4-year doctorate-granting</td>
<td>9,930</td>
<td>9,590</td>
<td>94.5</td>
<td>95.4</td>
</tr>
<tr>
<td>Private for-profit less-than-2-year</td>
<td>9,270</td>
<td>8,030</td>
<td>94.9</td>
<td>94.3</td>
</tr>
<tr>
<td>Private for-profit 2-year or more</td>
<td>6,190</td>
<td>5,790</td>
<td>95.0</td>
<td>96.7</td>
</tr>
<tr>
<td>Student type</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total undergraduates</td>
<td>97,090</td>
<td>89,480</td>
<td>89.3</td>
<td>90.3</td>
</tr>
<tr>
<td>Potential FTB</td>
<td>49,410</td>
<td>44,670</td>
<td>91.2</td>
<td>91.4</td>
</tr>
<tr>
<td>Other undergraduates</td>
<td>47,680</td>
<td>44,810</td>
<td>87.3</td>
<td>90.0</td>
</tr>
<tr>
<td>Graduate/first-professional</td>
<td>12,120</td>
<td>11,530</td>
<td>94.2</td>
<td>95.1</td>
</tr>
</tbody>
</table>

¹ A responding student is defined as any eligible student for whom sufficient data were obtained from one or more sources, including student interview, institutional records, and the U.S. Department of Education’s Central Processing System (CPS).
² Percentages are based on the eligible students within the row under consideration.
³ Institutional characteristics are based on data from the sampling frame that was formed from the 2000–01 and 2001–02 Integrated Postsecondary Education Data System (IPEDS). Student type is based on data from the sampling frames that were the enrollment lists received from participating institutions.
⁴ Ineligible students were identified during the student interview or from institutional records if student eligibility was not determined from a student interview.

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


Postsecondary institutions are sometimes unable to accurately identify their FTB students. Therefore, students classified as potential FTBs for sampling for NPSAS:04 included both true FTBs who began their postsecondary education for the first time during the NPSAS year (potential false positives) and effective FTBs who had not completed a postsecondary class prior to the NPSAS year (potential false negatives). The NPSAS sampling rates for students identified as FTBs and other undergraduate students by the sample institutions were adjusted to yield the desired sample sizes after accounting for expected false positive and false negative rates. The false positive and false negative FTB rates experienced in NPSAS:96 were used to set appropriate sampling rates for NPSAS:04.³ A discussion of the rates is presented in chapter 4.

³ The NPSAS:96 false positive rate was 27.6 percent for students identified as potential FTBs by the sample institutions, and the false negative rate was 9.1 percent for those identified as other undergraduate students.
NPSAS:04 data collection included an institution record abstraction (CADE), a web-based student interview, and record matching against several extant databases (e.g., the U.S. Department of Education’s Central Processing System [CPS]). NPSAS:04 study respondents were those sample members for whom key pieces of data were obtained from one or more of these sources. Students could be NPSAS:04 study respondents without completing the student instrument.

**BPS:04/06 Full-Scale Sample.** The BPS:04/06 student sample consisted of four groups according to their base-year response status:

1. NPSAS:04 study respondents who completed the student interview and were determined to be FTBs;
2. NPSAS:04 study respondents who completed the student interview but were initially determined to be non-FTB other undergraduates, and who were potential FTBs based on data from other sources;
3. a subsample of potential FTBs\(^4\) who were NPSAS:04 study respondents but student interview nonrespondents; and
4. a subsample of potential FTBs who were NPSAS:04 study nonrespondents.

Multiple data sources were used to provide information regarding a student’s FTB status during the NPSAS year, including the NPSAS:04 student interview, records from the student’s base-year institution via CADE, and federal financial aid sources. The data elements that were examined to estimate a student’s likelihood of being an FTB and to construct the frame for the BPS:04/06 sample included the following:

- indicator of FTB status from the institution enrollment lists used for NPSAS:04 student sampling;
- indicator of FTB status from the Central Processing System (CPS);
- indicator of FTB status from student-level data obtained from institutional records via CADE;
- student reports (obtained during the NPSAS:04 interview) indicating that they were FTBs during the 2003–04 academic year;
- year of high school graduation;
- receipt of Stafford loan (date loan was first received and number of years loan was received);
- receipt of Pell grant (date grant was first received and number of years grant was received); and
- undergraduate class level.

\(^4\) A “potential FTB” is one who is expected to have been a first-time beginning student during the “NPSAS year” (July 1, 2003–June 30, 2004) but was not confirmed as such during the student interview. Students were identified as potential FTBs by their sample institution. Other data sources (CPS, CADE) also provide an indication of FTB status for the time period of interest.
Using the above indicators, a set of decision rules was developed to identify which cases would be included or excluded from the follow-up sample, and which among those included would require additional eligibility screening.

The NPSAS:04 sample yielded the numbers of students below who either indicated that they were FTBs during the interview and had other institutional records or federal financial aid sources that supported this, or were identified as potential FTBs based on institutional records or federal financial aid sources:

1. Approximately 24,990 students responding to the student interview indicated that they were FTBs during the 2003–04 academic year. Based on a review of the FTB status indicators above, approximately 21,170 of these were identified for inclusion in the follow-up sample. Of the approximately 21,170 included in the follow-up sample, approximately 19,800 had other data that strongly supported their FTB status, and approximately 1,370 of these students had some indications that they were not FTBs; these potential “false positives” were rescreened during the BPS:04/06 interview to confirm their status. The remaining approximately 3,820 of the original 24,990 were identified for exclusion from the follow-up when multiple data sources confirmed that they could not have been FTBs during the NPSAS year.

2. Approximately 1,420 students were not originally classified as FTBs, but were potential FTBs based on either CPS data or because they had a high school graduation date in 2003 or 2004; these potential “false negatives” were also screened during the BPS:04/06 interview to verify their status.

3. Approximately 8,860 students did not respond to the student interview but were classified as NPSAS:04 study respondents and were potential FTBs based on CADE or CPS data, more positive than negative indicators among the other variables, and any Stafford loans or Pell grants that began after 2003.

4. Approximately 720 NPSAS:04 sample members were potential FTBs based on information from CADE or CPS, but did not respond to the student interview and did not have sufficient data to be classified as study respondents.

Table 4 summarizes the distribution of the sample.
### Table 4. Distribution of BPS:04/06 full-scale sample, by base-year response status: 2004

<table>
<thead>
<tr>
<th>Base-year response status</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong></td>
<td></td>
</tr>
<tr>
<td>Base-year study respondent student interview respondents who were classified as FTBs&lt;sup&gt;1&lt;/sup&gt;</td>
<td>24,990</td>
</tr>
<tr>
<td>Total to be included in sample</td>
<td>21,170</td>
</tr>
<tr>
<td>No additional screening required</td>
<td>19,800</td>
</tr>
<tr>
<td>Additional screening required</td>
<td>1,370</td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
<td></td>
</tr>
<tr>
<td>Base-year study respondent student interview respondents who were classified as Other Undergraduate (potential false negatives)</td>
<td>28,610</td>
</tr>
<tr>
<td>Likely FTBs</td>
<td>1,420</td>
</tr>
<tr>
<td><strong>Group 3</strong></td>
<td></td>
</tr>
<tr>
<td>Base-year study respondent student interview nonrespondents</td>
<td>10,170</td>
</tr>
<tr>
<td>Likely FTBs</td>
<td>8,860</td>
</tr>
<tr>
<td>Subsample</td>
<td>460</td>
</tr>
<tr>
<td><strong>Group 4</strong></td>
<td></td>
</tr>
<tr>
<td>Base-year study nonrespondents</td>
<td>3,890</td>
</tr>
<tr>
<td>Likely FTBs</td>
<td>720</td>
</tr>
<tr>
<td>Subsample</td>
<td>40</td>
</tr>
<tr>
<td><strong>Final sample</strong></td>
<td>23,090</td>
</tr>
</tbody>
</table>

<sup>1</sup> Due to evidence indicating they were not eligible for inclusion in the cohort of FTBs, approximately 3,820 base-year study respondents were removed from the follow-up sample.

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

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

As noted above, approximately 9,580 student interview nonrespondents were classified as potential FTBs. Of these, approximately 8,860 were NPSAS:04 study respondents who did not respond to the student interview, and approximately 720 were NPSAS:04 study nonrespondents. NPSAS:04 student interview nonrespondents who were potential FTBs were subsampled for follow-up to improve the nonresponse bias reduction achieved through the nonresponse adjustments incorporated into the NPSAS:04 statistical analysis weights. For these students, sampling types were developed from the following characteristics:

- likelihood of being an FTB (medium, high); and
- tracing outcome (located, not located).<sup>5</sup>

Two factors, stratification by tracing outcome and the likelihood of being an FTB, were used to oversample the students most likely to be located and eligible for the study. The frame was also sorted by institutional sector to ensure representativeness of the sample.

A stratified sample of 500 was selected with probabilities proportional to their NPSAS:04 sampling weights. Table 5 summarizes the BPS:04/06 counts of students eligible for the sample and the sample sizes, including the allocation of the subsample of 500 cases to the two groups of

<sup>5</sup> The results from the advance tracing for BPS:04/06 were used to determine whether a student had been located. The National Change of Address file (NCOA) was used to obtain updated addresses for the student, then Telematch was used to obtain an updated telephone number. The student was classified as “located” if Telematch either returned a new telephone number or confirmed the current telephone number.
NPSAS:04 student interview nonrespondents. Given that the NPSAS:04 sampling weights were available for all student interview nonrespondents, they served as the basis for computing the BPS:04/06 analysis weights. Therefore, selection of the NPSAS:04 student interview nonrespondents with probabilities proportional to these weights was used to reduce the overall unequal weighting effects for the sample.

Table 5. BPS:04/06 sample allocation for NPSAS:04 student interview, by type of student: 2006

<table>
<thead>
<tr>
<th>Type of student</th>
<th>Students eligible for sample</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>32,170</td>
<td>23,090</td>
</tr>
<tr>
<td>NPSAS:04 student interview respondents classified as FTBs during interview</td>
<td>21,170</td>
<td>21,170</td>
</tr>
<tr>
<td>Likely to be FTBs</td>
<td>19,800</td>
<td>19,800</td>
</tr>
<tr>
<td>Potential to be FTBs</td>
<td>1,370</td>
<td>1,370</td>
</tr>
<tr>
<td>NPSAS:04 student interview respondents who were potentially FTBs but</td>
<td></td>
<td></td>
</tr>
<tr>
<td>were not classified as FTBs during interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study respondents who were student interview nonrespondents</td>
<td>9,580</td>
<td>500</td>
</tr>
<tr>
<td>Located, likely to be FTBs</td>
<td>8,860</td>
<td>460</td>
</tr>
<tr>
<td>Located, potential to be FTBs</td>
<td>3,590</td>
<td>270</td>
</tr>
<tr>
<td>Not located</td>
<td>4,720</td>
<td>160</td>
</tr>
<tr>
<td>Located, likely to be FTBs</td>
<td>720</td>
<td>40</td>
</tr>
<tr>
<td>Located, potential to be FTBs</td>
<td>250</td>
<td>10</td>
</tr>
<tr>
<td>Not located</td>
<td>380</td>
<td>20</td>
</tr>
</tbody>
</table>

NOTE: Detail may not sum to totals because of rounding. The likelihood of being an FTB was determined from student financial aid data and institutional record (CADE) data and based on the number and type of indicators suggesting a student was an FTB. The location information was based on whether the advance tracing information from the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) either confirmed the existing telephone number or yielded a new telephone number. Eligibility rates were assumed to be lower for NPSAS:04 study nonrespondents since less information was available for these students. FTB = first-time beginner.

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

2.2 Data Collection Design

The sections that follow provide an overview of the procedures implemented for the BPS:04/06 full-scale data collection, in particular, the development of the instrument and the procedures used to locate sample members.

2.2.1 Instrument Development

Beginning with the NPSAS:04 base-year interview, BPS:04/06 was the first in the BPS series to give respondents the option of completing a self-administered web interview. A single, web-based instrument was developed to use in three modes: self-administered interview, computer-assisted telephone interview (CATI), and computer-assisted personal interview (CAPI). Sample members could access the interview directly from the study website by entering a Study ID and password provided to them in a mailing. Telephone interviewers could access the
interview via RTI’s integrated case management system, while field interviewers accessed the interview through an independent case management system installed on each field laptop.

The content of the first follow-up interview remained primarily the same as that used in prior BPS first follow-up interviews (BPS:90/92 and BPS:96/98), building upon data elements developed with input from the study’s Technical Review Panel (TRP) as well as from the National Center for Education Statistics (NCES). (See appendix B for a list of TRP members and appendix C for a list of the final set of data elements.) The interview consisted of six sections, grouped by topic (see figure 2). Only base-year nonrespondents and base-year respondents with questionable eligibility were asked questions in the first section, which determined eligibility both for NPSAS and for BPS. This section gathered a subset of information already collected in the base-year interview—specifically, postsecondary enrollment prior to and during the NPSAS year (July 1, 2003–June 30, 2004), type of program, reasons for attending the sample institution, information on high school completion, and date of birth. All respondents were asked questions in the next section—education history—that focused on their enrollment after the first year, that is, between July 1, 2004, and June 30, 2006. Data were collected about all institutions attended, any degrees or certificates earned, and dates of enrollment. A Spanish translation, covering just these first two sections (along with the locating section described below), was developed for Spanish-speaking respondents.

The third section, education characteristics, focused on the respondent’s experiences while enrolled. Questions pertained to the most recent degree sought, major or field of study if declared, grade point average, education expenses, work while enrolled, student loan debt, and loan repayment, if applicable. The fourth section of the interview, on post-enrollment employment, was asked only of respondents who were no longer enrolled in postsecondary education, regardless of whether they had completed a degree/certificate. The fifth section collected and updated as needed student demographic characteristics including race/ethnicity, citizenship, voting behavior, marital status and family composition, volunteerism, disability status, goals, and effects of the 2005 hurricanes on enrollment (if applicable). The final section collected contact information that will be used in locating sample members for the final follow-up data collection in 2009 (as part of BPS:04/09).
Respondents were guided through each section of the interview according to skip logic that took into account both their current interview answers and any preloaded data available from the base year. Respondents could access help text by clicking on the help text link on each interview page. Pop-up messages were used to clarify inconsistent and out-of-range values and to convert item nonresponse.

Like past BPS interviews, coding systems for standardizing the collection of data on schools attended, major or field of study, occupation, industry, and licenses/certificates were
included in the BPS:04/06 full-scale interview. Text strings were first collected for schools attended, major field of study, occupation, and industry before the strings were coded. Coding of schools, majors, and occupations was performed using an assisted coding system that returned a list of options based on the original text strings provided by the respondent. The correct choice could be selected from among the set of returned choices. Industry coding was a manual process in which respondents selected the best categorical description from among a set of 24 options. Licenses/certifications were coded simply by requiring respondents to select from among two drop-down lists of general and specific categories.

The assisted coder for institutions was developed using the set of institutions contained in the IPEDS developed by NCES. Similarly, the assisted coder used for majors was constructed to parallel the Classification of Instructional Programs taxonomy also developed by NCES. Like the school coder, the field of study coder derived a list of possible matches in accordance with the text string provided. If no areas matched, respondents were offered dual drop-down boxes to manually code the general and specific areas corresponding to their major.

The assisted coding system for occupation, built from the Occupational Information Network Online (O*NET) database (for more information on O*NET, see http://online.onetcenter.org), involved entering a job title and job activities. The assisted coder then returned a set of possible categories based on both the job title and activities provided. If none of the options based on the database search was an appropriate match, respondents were directed to a series of drop-down menus from which they could select a general category, a specific category, and finally a detailed category. For more information, please visit http://nces.ed.gov/surveys/bps/.

Prior to the start of data collection, a study website was designed for use by BPS:04/06 field test and full-scale sample members for updating address information and accessing the self-administered web interview. The website also provided general information about the BPS set of studies, previous findings, contact information for the study Help Desk and project staff at RTI, and links to the NCES and RTI websites. The website was made available to sample members at the time of the first mailing to them, prior to data collection.

Figure 3 shows the home page for the BPS:04/06 website. Designed according to NCES web policies, it used a two-tier approach to security to protect any data collected. At the first tier, sample members could log onto the secure areas of the website using a unique Study ID and password that they were provided prior to the start of data collection. At the second tier, data entered on the website were protected with Secure Sockets Layer (SSL) technology, which allowed only encrypted data to be transmitted over the Internet.
2.2.2 Locating

**Advance Locating and Contacting.** Tracing activities for all students selected for the BPS:04/06 full-scale study were conducted prior to the start of data collection and before any mailouts to students and their families occurred. Batch searches using the U.S. Department of Education’s CPS and the U.S. Postal Service’s National Change of Address (NCOA) database were conducted using contact information available for each sample member and his or her parents. In December 2005, an initial mailing was sent to the parents of dependent sample members. The mailing included a study leaflet (see appendix D), an address update sheet, and a business reply envelope, together with a letter introducing the BPS:04/06 study and requesting parents’ cooperation and assistance in locating the sample member. All updated addresses produced by the parent mailing were noted in the receipt control system.

In January 2006, a mailing to students was sent to the best known address. The accompanying letter announced the upcoming data collection and asked sample members to update their address information. The mailing included a study leaflet, address update sheet, and a business reply envelope. A link to the study website was provided so that sample members
could update their address directly. Closer to the start of self-administered web interviewing, all address information for sample members was sent to Gannett Co., Inc.’s Telematch service to obtain new telephone numbers and/or update existing numbers.

Immediately prior to the start of data collection on March 20, 2006, a postcard announcing the availability of the self-administered web interview was sent to each sample member’s current address. The mailing provided a unique Study ID and password and informed sample members that they would receive $30 if they completed the interview by April 18, 2006. At the same time as this mailing, a comparable mailing was sent via electronic mail (e-mail) to those sample members for whom a working e-mail address was available (provided during the base-year interview by the student or the institution or in response to the student notification mailing via the address update sheet or the student website). Additional e-mail prompts were sent to nonrespondents throughout the course of data collection to encourage their participation.

**CATI Locating.** Once telephone interviewing began, telephone interviewers conducted limited tracing and locating activities as needed. These included calling all telephone numbers and contacts for a sample member or talking to persons answering the telephone to determine how to contact the sample member. When a sample member could not be located at a known address during CATI, the case was batched and sent to Accurint for directory assistance services. Cases that could not be located using any of the existing address information were identified for intensive tracing in RTI’s Call Center Services (CCS). Cases that failed to be located a second time were either sent to the field for locating and interviewing, or returned to CCS for additional intensive tracing.

**Intensive Tracing.** The most difficult locating cases were sent to CCS for intensive tracing using a number of online tracing sources, beginning with the credit bureau services (Experian, TransUnion, and Equifax) for those cases with a Social Security number (SSN). Any new information obtained was processed immediately and the case returned to production interviewing. Remaining cases underwent a more intensive level of tracing, which included calls to directory assistance, alumni offices, contacts with neighbors and/or landlords, and other locating strategies. Each case was handled individually based on the amount of information already available, the age of the locating data, and the presence of an SSN.

**Field Cluster Selection and Locating.** A subset of the unlocatable cases was sent to field interviewers for tracing and interviewing. Using the best available address for the nonresponding sample members, the cases were plotted on a map and, using a 50-mile radius, the top 75 high-density areas were selected as geographic clusters for possible field interviewing. Field interviewers were hired in clusters with the highest numbers of sample members (e.g., major metropolitan areas). A total of 48 field interviewers were hired to conduct field interviews.

For each case assigned to them, field interviewers received all available address information, locating information obtained from any tracing activities conducted to date, and information provided by telephone interviewers who had attempted to reach the sample member. Field interviewers used any and all tracing resources available to them, including many local resources not otherwise known or available outside the geographic area, contacts with the U.S. Postal Service, and searches of public records.
2.3 Interviewing

2.3.1 Early Response Phase: Self-Administered Web Interview

The BPS:04/06 full-scale data collection began with an early response period of about 4 weeks (March 20–April 18, 2006), during which sample members could complete a self-administered interview via the Internet. Given the effectiveness of prompting calls for base-year nonrespondents utilized in the field test, prompting calls to these sample members \((n = 500)\) were placed about halfway through the early response period to encourage participation in the study. Additionally, sample members were offered a $30 incentive to participate in the first 4 weeks.

A toll-free hotline to the study Help Desk was provided to assist those who had problems accessing the website or questions about the survey. If technical difficulties prevented a sample member from completing the interview, a Help Desk staff member encouraged him or her to complete a telephone interview rather than attempt the web interview.

An application designed for the Help Desk documented all calls from sample members and provided

- information needed to verify a sample member’s identity;
- login information allowing a sample member to access the web interview;
- systematic documentation of each call; and
- a method for tracking calls that could not be immediately resolved.

Reports on the types and frequency of problems experienced by sample members as well as a way to monitor the resolution status of all Help Desk inquiries were available to project staff. Examples of Help Desk staff training materials are available in appendix E.

2.3.2 Production Phase: Computer-Assisted Telephone Interviewing (CATI)

At the end of the early response period, the production interviewing phase of data collection (outbound CATI) began on April 19, 2006. Interviewers received intensive training and were required to complete a certification process to ensure satisfactory interview performance (see field interviewer training materials in appendix E). Interviewers placed outgoing calls to sample members to complete a telephone interview. Sample members were initially offered $20 for their participation. After 20 call attempts, the incentive amount was raised to $30 to encourage participation among nonrespondents. The interviewer-administered interview was identical to the self-administered web interview, except that instructions to interviewers on how to administer each question were embedded at the top of each CATI screen. An automated call-scheduler assigned cases to interviewers and allowed calls to be scheduled by case priority and time of day. If a self-administered web interview was in progress or had recently been completed, the scheduler prevented a CATI call to that case. If a sample member told an interviewer that he or she preferred to complete the self-administered web interview, interviewers would set a call-back appointment for 2 weeks from the date of the original contact for follow-up in the event that a self-administered web interview had not yet been completed.
2.3.3 Nonresponse Phase: Computer-Assisted Personal Interviewing (CAPI)

CAPI, or field interviewing, began June 26, 2006, with sample members who had not yet completed either a self-administered or a CATI interview. Interviewers were trained and certified prior to their entry into the field (see training materials in appendix E). Field interviews were conducted either in person or by telephone by local field interviewers assigned to one of 75 geographic clusters in 29 states based on the last known address for the sample member. Cases assigned to the field could not be accessed by CATI interviewers but could still be completed as a self-administered web interview. Like the CATI interview, the CAPI interview presented interviewer instructions at the top of each screen. Sample members completing interviews in the field were offered a $30 incentive for their participation.

2.4 Data Collection Systems

2.4.1 Instrument Development and Documentation System (IDADS)

The Instrument Development and Documentation System (IDADS) was a combination web and Visual Basic (VB) environment in which project staff developed, reviewed, modified, and communicated changes to specifications, code, and documentation for the BPS:04/06 full-scale instrument. All information relating to the instrument was stored in a Structured Query Language (SQL) Server database and was made accessible through web browser and Windows VB interfaces. The IDADS contained three modules: specification, programming, and documentation.

**Specification Module.** The IDADS specification module provided tools and graphical user interfaces for creating, searching, reviewing, commenting on, updating, importing, and exporting information associated with instrument development. A web interface provided access to the instrument specifications for project staff at MPR Associates, Inc. (MPR), and NCES.

**Programming Module.** Once specifications were finalized, the programming module within IDADS produced hypertext transfer markup language (HTML), Active Server Pages (ASP), and JavaScript template program code for each screen based on the contents of the SQL Server database. This output included question wording, response options, and code to write the responses to a database, as well as code to automatically handle such web instrument functions as backing up and moving forward, recording timer data, and linking to context-specific help text. Programming staff edited the automatically generated code to customize screen appearance and to program response-based routing.

**Documentation Module.** The documentation module contained the finalized version of all instrument items, their screen wording, and variable and value labels. Also included were the more technical descriptions of items such as variable types (alpha or numeric), to whom the item was administered, and frequency distributions for response categories. The documentation module was used to generate the instrument facsimiles and the deliverable electronic codebook (ECB) input files.
2.4.2 Integrated Management System (IMS)

All aspects of the study were controlled using an Integrated Management System (IMS). The IMS was a comprehensive set of desktop tools designed to give project staff and NCES access to a centralized, easily accessible repository for project data and documents. The BPS:04/06 IMS consisted of several components: the management module, the Receipt Control System (RCS) module, and the instrumentation module.

**Management Module.** The IMS management module included tools and strategies to assist project staff and the NCES project officer in managing the full-scale data collection. All management information pertinent to the study was located in the management module, accessible via the Web, and protected by SSL encryption and a password-protected login. The IMS contained the current project schedule, monthly progress reports, daily data collection reports and status reports (generated by the RCS described below), project plans and specifications, project deliverables, instrument specifications, staff contacts, the project bibliography, and a document archive. The IMS also had a download area from which staff at MPR and NCES could retrieve files as necessary.

**Receipt Control System (RCS).** The RCS was an integrated set of systems used to monitor all activities related to data collection, including tracing and locating. Through the RCS, project staff were able to perform stage-specific activities, track case statuses, identify problems early, and implement solutions effectively. The RCS’s locator data were used for a number of daily tasks related to sample maintenance. Specifically, the mailout system produced mailings to sample members, the query system enabled administrators to review the locator information and status for a particular case, and the mail return system enabled project staff to update the locator database as mailings or address update sheets were returned or forwarding information was received. The RCS also interacted with the Tracing Services case management database within RTI's Call Center Services (CCS), sending locator data between the two systems as necessary.

A subcomponent of the RCS, the Field Case Management System (FCMS), controlled field interviewing activities. The FCMS allowed field staff to conduct tracing and CAPI, communicate with RTI staff via e-mail, transmit completed cases, and receive new cases.

**Instrumentation Module.** The instrumentation module managed development of the multimode web data collection instrument within IDADS. Developing the instrument with IDADS ensured that all variables were linked to their item/screen wording and thoroughly documented.

2.4.3 The Variable Tracking System (VTS)

The central mechanism for constructing input files for the NCES ECB was a software application called the Variable Tracking System (VTS). The VTS tracked and stored documentation for both interview and derived variables required for the ECB and NCES’ Data Analysis System (DAS). This included weighted and unweighted variable distributions, variable labels and codes, value labels, and a text field describing the development of each variable and the programming code used to construct it. Input files for the ECB and DAS systems were automatically produced by the VTS according to NCES specifications.
Chapter 3  
Data Collection Outcomes

The data collection efforts for 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) involved several steps, including attempting to locate sample members, initiating intensive locating efforts for hard-to-locate sample members, evaluating the utility of incentives paid throughout the course of data collection, and completing a self-administered, computer-assisted telephone interview (CATI), or computer-assisted personal interview (CAPI).

This chapter reports the data collection outcomes of the full-scale study. The response rates are reported first, including an overall summary of results, followed by a discussion of interviewing outcomes by prior response status, institution type, administration mode, and tracing status. This section also discusses procedures that were used to encourage response. The second section discusses the interview burden on respondents, including times to complete various sections and transmit data. Results are presented for the entire interview, overall, by section, and by mode of administration. The average number of calls made overall and by current and prior response status, mode of administration, incentive period, and institution type are also covered in this section.

3.1 Response Rates

3.1.1 Overall Summary of Interview Results

Locating, eligibility, and participation results of the BPS:04/06 data collection are presented in figure 4. The BPS:04/06 sample consisted of participants and a small number of nonrespondents from the base-year study, the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). Of the total 23,090 sample members, 20,580 (89 percent) were located for the study. Of the number located, 16,580 (81 percent) were considered eligible and 3,130 cases were ineligible, which was determined via multiple data sources. A total of 870 located cases were excluded from the sample (because they were unavailable for the duration of the study, out of the country, incapable, institutionalized, hearing impaired, or deceased). Of the entire sample, 18,640 (81 percent) made up the total number of eligible cases, which consisted of 16,580 located and 2,060 not located cases.

The ability to successfully locate sample members largely affects participant response rates. Just over 2,500 cases were not located for BPS:04/06. Among eligible nonrespondents, 55 percent were not located and 28 percent were refusals. Time ran out for 16 percent (e.g., data collection ended before these cases could be fully worked), and cases with a language barrier constituted less than 1 percent. Considering all eligible sample members (located and not

6 Students were classified as located if case management system status codes at the end of data collection indicated that good contact information for the respondent had been obtained, and/or the respondent had actually been contacted. Actual contacts considered located included calls, e-mailings, or paper mailings resulting in partial or complete interviews, appointments for callbacks, refusals, exclusions, or determination of ineligibility. A noncontact status was classified as located when unsuccessful attempts at contact did not cast doubt on the accuracy of the address or phone used for the attempted contact.
located), the overall unweighted response rate was 80 percent. In comparison, the response rate was 90 percent for eligible cases that were successfully located.

**Figure 4. Overall locating and interviewing results: 2006**

![Diagram of locating and interviewing results]

<table>
<thead>
<tr>
<th>Sample</th>
<th>n = 23,090</th>
</tr>
</thead>
<tbody>
<tr>
<td>Located</td>
<td>n = 20,590</td>
</tr>
<tr>
<td>Exclusions</td>
<td>n = 870</td>
</tr>
<tr>
<td>Ineligible</td>
<td>n = 3,130</td>
</tr>
<tr>
<td>Eligible</td>
<td>n = 16,560</td>
</tr>
<tr>
<td>Not located</td>
<td>n = 2,520</td>
</tr>
<tr>
<td>Exclusions</td>
<td>n = 40</td>
</tr>
<tr>
<td>Eligible</td>
<td>n = 2,060</td>
</tr>
<tr>
<td>Ineligible</td>
<td>n = 410</td>
</tr>
<tr>
<td>Total eligible</td>
<td>n = 18,640</td>
</tr>
<tr>
<td>Respondent</td>
<td>n = 14,900</td>
</tr>
<tr>
<td>Full interview</td>
<td>n = 13,400</td>
</tr>
<tr>
<td>English abbreviated</td>
<td>n = 1,130</td>
</tr>
<tr>
<td>Spanish abbreviated</td>
<td>n = 240</td>
</tr>
<tr>
<td>Partial interview</td>
<td>n = 130</td>
</tr>
<tr>
<td>Nonrespondent</td>
<td>n = 3,740</td>
</tr>
<tr>
<td>Refusal</td>
<td>n = 1,050</td>
</tr>
<tr>
<td>Time ran out</td>
<td>n = 610</td>
</tr>
<tr>
<td>Language barrier</td>
<td>n = 10</td>
</tr>
<tr>
<td>Not located</td>
<td>n = 2,060</td>
</tr>
</tbody>
</table>

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

Almost 90 percent of all BPS:04/06 respondents completed the full BPS:04/06 interview, with another 9 percent completing an abbreviated interview. As shown in table 6, this included 1,130 English abbreviated interviews and 240 Spanish abbreviated interviews. Response rates for interview type by base-year response status are also provided in table 6. The full interview was completed by 90 percent of NPSAS:04 respondents and 83 percent of NPSAS:04 nonrespondents. Overall, the English abbreviated interview accounted for 8 percent of all interviews. Only 130 interviews were partially completed. All of the partials were completed by base-year respondents.

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7 The full interview contained six sections (A-F), while the English and Spanish abbreviated interviews consisted of three sections (A, B, and F).
Chapter 3. Data Collection Outcomes


<table>
<thead>
<tr>
<th>BPS:04/06 response status</th>
<th>Total</th>
<th>NPSAS:04 respondents</th>
<th>NPSAS:04 nonrespondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Total</td>
<td>14,900</td>
<td>14,750</td>
<td>100.0</td>
</tr>
<tr>
<td>Full</td>
<td>13,400</td>
<td>13,280</td>
<td>90.0</td>
</tr>
<tr>
<td>English abbreviated</td>
<td>1,130</td>
<td>1,110</td>
<td>7.5</td>
</tr>
<tr>
<td>Spanish abbreviated</td>
<td>240</td>
<td>230</td>
<td>1.6</td>
</tr>
<tr>
<td>Partial interview</td>
<td>130</td>
<td>130</td>
<td>0.9</td>
</tr>
</tbody>
</table>

# Rounds to zero.

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

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

3.1.2 Interview Outcomes by Prior Response Status and Institution Type

Interview outcomes by prior response status and institution type are presented in tables 7 and 8. As previously mentioned, the results of sample member locating have an impact on response rates. For each table, response rates are provided among the eligible sample and the located eligible sample.

As discussed in section 3.1.1 and shown in table 7, the overall locate rate for eligible sample members was 89 percent. Of those located, 90 percent completed the BPS:04/06 interview. Across all eligible sample members (located and not located), the response rate was 80 percent. Eligible base-year respondents had a locate rate of 89 percent, in which 90 percent of those located were interview respondents. The locate rate for eligible base-year nonrespondents was 75 percent and, of those located, 52 percent completed the interview. Regardless of locate status, 81 percent of eligible base-year respondents and 39 percent of eligible base-year nonrespondents completed the interview.

Table 7. Number of cases sampled, eligible, located, and responded, by base-year response status: 2006

<table>
<thead>
<tr>
<th>Base-year response status</th>
<th>Number sampled</th>
<th>Number eligible</th>
<th>Number</th>
<th>Percent of total eligible</th>
<th>Number</th>
<th>Percent of located eligible</th>
<th>Percent of total eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23,090</td>
<td>18,640</td>
<td>16,580</td>
<td>88.9</td>
<td>14,900</td>
<td>89.9</td>
<td>79.9</td>
</tr>
<tr>
<td>NPSAS:04 respondent</td>
<td>22,590</td>
<td>18,260</td>
<td>16,300</td>
<td>89.2</td>
<td>14,750</td>
<td>90.5</td>
<td>80.8</td>
</tr>
<tr>
<td>NPSAS:04 nonrespondent</td>
<td>500</td>
<td>380</td>
<td>290</td>
<td>74.7</td>
<td>150</td>
<td>52.4</td>
<td>39.2</td>
</tr>
</tbody>
</table>

1 Number includes located and not located eligible cases.

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

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

Table 8 shows locate and response rates by institution type. Locate rates for eligible cases ranged from 80 to 94 percent. Participation rates based on eligible located cases ranged from 87 percent for private for-profit (both less-than-2-year and 2 year or more) schools to 94 percent for private not-for-profit 4-year doctorate-granting and non-doctorate-granting schools. Response rates based on total eligibility ranged from 69 to 88 percent across the nine institution types.
Table 8. Number of cases sampled, eligible, located, and responded, by institution type: 2006

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Number sampled</th>
<th>Number eligible</th>
<th>Percent of total eligible</th>
<th>Number</th>
<th>Percent of located eligible</th>
<th>Percent of total eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23,090</td>
<td>18,640</td>
<td>16,580</td>
<td>14,900</td>
<td>89.9</td>
<td>79.9</td>
</tr>
<tr>
<td>Public less-than-2-year</td>
<td>780</td>
<td>600</td>
<td>530</td>
<td>470</td>
<td>88.4</td>
<td>77.3</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>8,210</td>
<td>6,390</td>
<td>5,550</td>
<td>4,870</td>
<td>87.7</td>
<td>76.2</td>
</tr>
<tr>
<td>Public 4-year non-doctorate-granting</td>
<td>1,890</td>
<td>1,600</td>
<td>1,480</td>
<td>1,340</td>
<td>90.5</td>
<td>83.4</td>
</tr>
<tr>
<td>Public 4-year doctorate-granting</td>
<td>3,630</td>
<td>3,090</td>
<td>2,900</td>
<td>2,670</td>
<td>92.0</td>
<td>86.4</td>
</tr>
<tr>
<td>Private not-for-profit less-than-4-year</td>
<td>710</td>
<td>550</td>
<td>460</td>
<td>410</td>
<td>89.8</td>
<td>76.0</td>
</tr>
<tr>
<td>Private not-for-profit 4-year non-doctorate-granting</td>
<td>2,560</td>
<td>2,210</td>
<td>2,080</td>
<td>1,940</td>
<td>93.2</td>
<td>87.7</td>
</tr>
<tr>
<td>Private not-for-profit 4-year doctorate-granting</td>
<td>1,800</td>
<td>1,580</td>
<td>1,480</td>
<td>1,390</td>
<td>93.6</td>
<td>87.6</td>
</tr>
<tr>
<td>Private for-profit less-than-2-year</td>
<td>2,100</td>
<td>1,570</td>
<td>1,250</td>
<td>1,090</td>
<td>86.7</td>
<td>69.1</td>
</tr>
<tr>
<td>Private for-profit 2-year or more</td>
<td>1,420</td>
<td>1,050</td>
<td>850</td>
<td>740</td>
<td>86.7</td>
<td>70.1</td>
</tr>
</tbody>
</table>

1 Number includes located and not located eligible cases.
NOTE: Detail may not sum to totals because of rounding.

3.1.3 Interview Outcomes by Mode

The BPS:04/06 interview was cross-modal, where three options for interview administration were utilized during the data collection period, March 20–September 10, 2006. Self-administered web interviews remained an option throughout data collection; however, the early self-administered interview completion period with increased monetary incentive occurred during the first 4 weeks only. Once the early option ended, CATI began on April 19, 2006, and continued through the beginning of September. Field interviewing, or computer-assisted personal interviewing (CAPI), began near the end of data collection when remaining cases were most difficult to locate or reach by telephone.

Table 9 provides the distribution of interview completions by mode of administration. As expected, web-based self-administration was a more productive and attractive mode for respondents than interviews completed through CATI and CAPI ($z = 19.52$, $p < .01$). Specifically, 58 percent of completed interviews were self-administered, while 39 percent of completions were CATI and 3 percent were CAPI. The majority of self-administered respondents (77 percent) completed the survey during the first 4 weeks, providing support for the effectiveness of an early web completion option.
Table 9. Distribution of interview completions, by mode of administration: 2006

<table>
<thead>
<tr>
<th>Mode of administration</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All respondents</td>
<td>14,900</td>
<td>100.0</td>
</tr>
<tr>
<td>Self-administered</td>
<td>8,650</td>
<td>58.1</td>
</tr>
<tr>
<td>Interviewer-administered</td>
<td>6,250</td>
<td>41.9</td>
</tr>
<tr>
<td>CATI</td>
<td>5,820</td>
<td>39.1</td>
</tr>
<tr>
<td>CAPI</td>
<td>430</td>
<td>2.9</td>
</tr>
</tbody>
</table>

NOTE: Detail may not sum to totals because of rounding. CATI = computer-assisted telephone interviewing. CAPI = computer-assisted personal interviewing.


As mentioned, the most difficult cases were sent to the field near the end of data collection. Table 10 shows locate and response rates among the 940 cases sent for field interviewing (CAPI). Results overall, by base-year response status and by institution type, are provided. Of all eligible cases sent, 58 percent were located, and, of those located, 92 percent participated. In comparison, 54 percent of all eligible (located and not located) cases that were assigned to CAPI completed an interview.

Table 10. Locate and response rates for field cases (CAPI), by base-year response status and institution type: 2006

<table>
<thead>
<tr>
<th>Base-year response status and institution type</th>
<th>Located eligible cases</th>
<th>Responding students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number sent to field</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>940</td>
<td>550</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base-year response status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPSAS:04 respondent</td>
<td>910</td>
<td>530</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPSAS:04 nonrespondent</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public less-than-2-year</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>370</td>
<td>200</td>
</tr>
<tr>
<td>Public 4-year non-doctorate-granting</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>Public 4-year doctorate-granting</td>
<td>70</td>
<td>40</td>
</tr>
<tr>
<td>Private not-for-profit less-than-4-year</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>Private not-for-profit 4-year non-doctorate-granting</td>
<td>70</td>
<td>40</td>
</tr>
<tr>
<td>Private not-for-profit 4-year doctorate-granting</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Private for-profit less-than-2-year</td>
<td>160</td>
<td>90</td>
</tr>
<tr>
<td>Private for-profit 2-year or more</td>
<td>110</td>
<td>60</td>
</tr>
</tbody>
</table>

NOTE: Detail may not sum to totals because of rounding. CAPI = computer-assisted personal interviewing.

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

Of the CAPI cases that were located, 93 percent of base-year respondents and 85 percent of base-year nonrespondents participated. For institution type, of the cases that were located, response rates ranged from 88 percent for public 4-year doctorate-granting schools to 96 percent for private for-profit less-than-2-year schools.
3.1.4 Procedures to Encourage Response (Promoting, Incentives, and Refusal Conversion)

On the basis of results from field test experiments, several techniques were employed during full-scale data collection to enhance response rates: prompting of base-year nonrespondents at the outset of data collection, provision of monetary incentives, and focused refusal conversion efforts for difficult cases. The results of each of these measures are provided in the sections that follow.

Promoting. The BPS:04/06 field test implemented an experiment to evaluate the effectiveness of prompting calls in increasing self-administered web interview response rates during the early response period. Results from the field test showed that prompting calls did not have a significant effect on interview participation among base-year respondents. Prompting calls did, however, increase response rates among base-year nonrespondents. The most significant finding was that, among prompted cases, there was no difference in interview participation between base-year respondents and nonrespondents, suggesting that prompting calls increase the likelihood that nonrespondents participate at the same rate observed for base-year respondents.

Based on the findings from the BPS:04/06 field test, prompting calls were made to base-year nonrespondents in the full-scale interview. Of the 380 total eligible base-year nonrespondents, approximately 330 were eligible for prompting. Table 11 compares response rates for base-year nonrespondents who were reached by the prompting calls versus those who were not reached (e.g., staff spoke with someone other than the sample member, an answering machine was reached, or the call was not answered). The results suggest that the prompting calls were more effective when staff spoke with the sample member directly; the response rate for this group was 56 percent, compared to 34 percent for sample members not reached by prompting calls ($z = 2.8; p < .01$). The overall response rate for prompted base-year nonrespondents was 36 percent.

Table 11. Response rates by prompting status of base-year nonrespondents: 2006

<table>
<thead>
<tr>
<th>Prompting status</th>
<th>Number</th>
<th>Respondents</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>330</td>
<td>120</td>
<td>36.3</td>
</tr>
<tr>
<td>Sample member contacted when prompted</td>
<td>40</td>
<td>20</td>
<td>56.4</td>
</tr>
<tr>
<td>Sample member not contacted when prompted</td>
<td>290</td>
<td>100</td>
<td>33.6</td>
</tr>
</tbody>
</table>

1 Approximately 60 base-year nonrespondents were ineligible for prompting for miscellaneous reasons such as no valid telephone number to call or had already completed the interview when prompting began.

2 The sample member was considered "not contacted" when someone other than the sample member was reached, the call was directed to an answering machine, there was no answer, or the sample member refused the call.

NOTE: Only base-year nonrespondents received prompting calls at the start of data collection. Detail may not sum to totals because of rounding.


Incentives. Table 12 depicts interview response rates per incentive phase (early, production, and nonresponse phase). During the early response phase of data collection, sample...
members were offered $30 to complete the self-administered web interview. A response rate of 38 percent was obtained during this phase. The production phase, during which sample members received $20 for completing an interview, yielded the lowest rate of response at 30 percent. The nonresponse conversion phase provided respondents a $30 incentive, and the resulting response rate was 53 percent. When compared, response rates observed during the early response, production, and nonresponse conversion phases were significantly different from one another (early vs. production $z = 14.2$; production vs. nonresponse $z = 32.6$; early vs. nonresponse $z = 22.9$; $p < .01$). Approximately 6 percent of all incentive checks issued to respondents were never cashed.

### Table 12. Interview completions, by incentive phase: 2006

<table>
<thead>
<tr>
<th>Type of Incentive</th>
<th>Eligible Sample</th>
<th>Number of Complete Interviews</th>
<th>Percent Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early phase: $30</td>
<td>18,640</td>
<td>7,030</td>
<td>37.7</td>
</tr>
<tr>
<td>Production phase: $20</td>
<td>11,620</td>
<td>3,450</td>
<td>29.7</td>
</tr>
<tr>
<td>Nonresponse phase: $30</td>
<td>8,160</td>
<td>4,300</td>
<td>52.7</td>
</tr>
</tbody>
</table>

1 Number completed includes full, English abbreviated, and Spanish abbreviated completed interviews.

2 Percent is based on the number of eligible sample members within the row under consideration.

3 Response rate calculation excludes early phase respondents.

4 Response rate calculation excludes early and production phase respondents.

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


**Refusal Conversion.** As shown in tables 13 and 14, about 10 percent of all eligible sample members refused to be interviewed at some point during data collection. Of these initial refusals, approximately 38 percent ultimately completed an interview. Table 13 compares number of refusals and completion rates given refusal by base-year response status. Twice as many base-year nonrespondents (25 percent) as base-year respondents (10 percent) refused to be interviewed ($z = 9.9$; $p < .01$). Likewise, of those who refused, base-year respondents were converted at a higher rate (39 percent) than base-year nonrespondents (17 percent) ($z = 4.3$; $p < .01$). These findings likely reflect base-year respondents’ familiarity with the study and their willingness to participate in the past.

Table 14 provides refusal and interview rates by institution type. Refusal rates by type ranged from 7 percent for sample members who attended private not-for-profit 4-year institutions (both non-doctorate-granting and doctorate-granting) to 13 percent for sample members who attended public less-than-2-year institutions. Moreover, interview rates given sample member refusal ranged from 28 percent for sample members who attended private not-for-profit less-than-4-year institutions to 45 percent for sample members attending public less-than-2-year schools.
### Table 13. Refusal and refusal conversion rates, by prior response status: 2006

<table>
<thead>
<tr>
<th>Prior response status</th>
<th>Ever refused interview</th>
<th>Interviewed, given refusal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Total</td>
<td>1,850</td>
<td>9.9</td>
</tr>
<tr>
<td>Base-year respondent</td>
<td>1,750</td>
<td>9.6</td>
</tr>
<tr>
<td>Base-year nonrespondent</td>
<td>100</td>
<td>24.8</td>
</tr>
</tbody>
</table>

1 Percentage is based on the total eligible sample.
2 Percentage is based on the number of eligible sample members who ever refused the interview.

NOTE: Detail may not sum to totals because of rounding. Percentages are calculated excluding ineligible sample members.


### Table 14. Refusal and refusal conversion rates, by institution type: 2006

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Ever refused interview</th>
<th>Interviewed, given refusal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Total</td>
<td>1,850</td>
<td>9.9</td>
</tr>
<tr>
<td>Public less-than-2-year</td>
<td>80</td>
<td>12.8</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>780</td>
<td>12.1</td>
</tr>
<tr>
<td>Public 4-year non-doctorate-granting</td>
<td>150</td>
<td>9.6</td>
</tr>
<tr>
<td>Public 4-year doctorate-granting</td>
<td>250</td>
<td>8.1</td>
</tr>
<tr>
<td>Private not-for-profit less-than-4-year</td>
<td>50</td>
<td>9.7</td>
</tr>
<tr>
<td>Private not-for-profit 4-year non-doctorate-granting</td>
<td>150</td>
<td>6.8</td>
</tr>
<tr>
<td>Private not-for-profit 4-year doctorate-granting</td>
<td>110</td>
<td>7.0</td>
</tr>
<tr>
<td>Private for-profit less-than-2-year</td>
<td>160</td>
<td>10.4</td>
</tr>
<tr>
<td>Private for-profit 2-year or more</td>
<td>110</td>
<td>10.1</td>
</tr>
</tbody>
</table>

NOTE: Detail may not sum to totals because of rounding. Percentages are calculated excluding ineligible sample members.


**Locating and Interviewing Outcomes.** For the BPS:04/06 full-scale study, tracing began in fall 2005 by updating address and other contact information collected during the NPSAS:04 interview. Several tracing resources were used, including the Central Processing System (CPS), which contains federal financial aid application information and databases from Telematch, Accurint, and the National Change of Address (NCOA) file. Table 15 shows the record match rate for each method of batch tracing employed. Match rates, which are based on the number of records either confirmed or updated with new information, ranged from 5 percent for the second round of NCOA tracing to 72 percent for Telematch. The overall match rate, which accounts for all tracing methods implemented, was 46 percent.

In addition, as part of each mailing to sample members and their parents, sample members were asked to complete an address update form either on the study website or on a hardcopy form. Table 16 presents the located and interview rates for those who returned some form of address update sheet. Almost all sample members who provided updated address information were located (98 percent), and about 96 percent of those who updated their contact information completed an interview.
Locating and interview rates by intensive tracing status are shown in Table 17. Of cases that were sent to the first stage of intensive tracing, or CCS-1, 60 percent were located, and 76 percent of those completed an interview. Among cases sent to the second stage of intensive tracing, or CCS-2, 36 percent were located and 69 percent of those located were interviewed.

Table 15. Batch processing record match rates, by tracing source: 2006

<table>
<thead>
<tr>
<th>Tracing source</th>
<th>Number of records sent</th>
<th>Number of records matched</th>
<th>Percent matched&lt;sup&gt;1,2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>98,240</td>
<td>45,450</td>
<td>46.3</td>
</tr>
<tr>
<td>NCOA - Round 1</td>
<td>23,080</td>
<td>5,690</td>
<td>24.7</td>
</tr>
<tr>
<td>NCOA - Round 2</td>
<td>3,200</td>
<td>150</td>
<td>4.6</td>
</tr>
<tr>
<td>CPS - 2004–05</td>
<td>22,500</td>
<td>12,440</td>
<td>55.3</td>
</tr>
<tr>
<td>CPS - 2005–06</td>
<td>22,510</td>
<td>9,440</td>
<td>41.9</td>
</tr>
<tr>
<td>Telematch</td>
<td>22,960</td>
<td>16,460</td>
<td>71.7</td>
</tr>
<tr>
<td>Accurint</td>
<td>4,000</td>
<td>1,270</td>
<td>31.8</td>
</tr>
</tbody>
</table>

<sup>1</sup> Match rate includes instances when sample member contact information was confirmed and when new information was provided.

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

<sup>3</sup> The entire sample was sent to the NCOA in the first round, excluding approximately 15 cases that did not have mailing addresses.

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


Table 16. Interview completion rates, by address update reply: 2006

<table>
<thead>
<tr>
<th>Type of address update</th>
<th>Provided update</th>
<th>Located</th>
<th>Interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Total</td>
<td>6,060</td>
<td>100.0</td>
<td>5,960</td>
</tr>
<tr>
<td>Parent mailing</td>
<td>2,700</td>
<td>44.5</td>
<td>2,640</td>
</tr>
<tr>
<td>Advance notification mailing</td>
<td>2,360</td>
<td>38.9</td>
<td>2,330</td>
</tr>
<tr>
<td>Website reply</td>
<td>1,010</td>
<td>16.6</td>
<td>1,000</td>
</tr>
</tbody>
</table>

<sup>1</sup> Percent is based on the number of cases providing address updates within the row under consideration.

<sup>2</sup> Percent is based on the number of located cases within the row under consideration.

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


Table 17. Interview completion rates, by intensive tracing status: 2006

<table>
<thead>
<tr>
<th>Intensive tracing status</th>
<th>Sent to CCS</th>
<th>Located</th>
<th>Interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Total</td>
<td>4,370</td>
<td>2,450</td>
<td>56.1</td>
</tr>
<tr>
<td>CCS-1</td>
<td>3,690</td>
<td>2,200</td>
<td>59.7</td>
</tr>
<tr>
<td>CCS-2</td>
<td>680</td>
<td>250</td>
<td>36.4</td>
</tr>
</tbody>
</table>

<sup>1</sup> Percent is based on the number of cases sent to CCS within the row under consideration.

<sup>2</sup> Percent is based on the number of located cases within the row under consideration.

NOTE: Detail may not sum to totals because of rounding. CCS = RTI’s Call Center Services.

3.2 Interview Burden and Effort

The following section provides a detailed look at the burden and effort associated with conducting and participating in the BPS:04/06 interview. Respondent burden is presented in a series of tables depicting the time needed to complete the interview, including overall, by section, and by mode comparisons. Completion times in conjunction with specific respondent characteristics are also presented, along with the timing of coding systems. Efforts by interviewing staff are examined, including hours expended, call counts, and results of call screening.

3.2.1 Timing to Complete the Student Interview

**Overall Interview Completion Time.** To track the time needed to complete the interview, two time stamp variables were associated with each question. The start time stamp recorded the computer clock time at which a particular question was displayed on the respondent’s or interviewer’s screen. The second time stamp variable, the end stamp, recorded the clock time at which the respondent or interviewer clicked “Continue” on that same screen. These two time stamps enabled calculation of on-screen and transit time.

On-screen time was calculated by subtracting the start time from the end time for each web page received. The end stamp of a preceding screen subtracted from the start stamp of a current screen provided transit time. Transit time, therefore, takes into account several processes including data transmission time to the server, server processing time, and loading time of the next screen. Total on-screen time and total transit time were calculated for all respondents by summing all of the on-screen times for each screen received and summing all of the transit times for each respondent. Total instrument time was then calculated by summing a respondent’s total on-screen and total transit times.

Table 18 displays average completion time for the BPS:04/06 completed student interviews both overall and by section. The average total interview time was 19.6 minutes; section completion times were 2.1 minutes for section A, 2.7 minutes for section B, 6.5 minutes for section C, 4.7 minutes for section D, 6 minutes for section E, and 3.2 minutes for section F. Section A, which determined eligibility for BPS:04/06, was mostly administered to base-year nonrespondents; however, base-year respondents with questionable eligibility received several questions that clarified their eligibility for the BPS:04 cohort.
### Table 18. Average overall time in minutes to complete interview, by section: 2006

<table>
<thead>
<tr>
<th>Interview section</th>
<th>Number of cases¹</th>
<th>Average time</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total interview</td>
<td>12,050</td>
<td>19.6</td>
<td>6.0</td>
</tr>
<tr>
<td>Section A – Base year</td>
<td>220</td>
<td>2.1</td>
<td>1.9</td>
</tr>
<tr>
<td>Section B – History</td>
<td>12,770</td>
<td>2.7</td>
<td>1.8</td>
</tr>
<tr>
<td>Section C – Characteristics</td>
<td>10,650</td>
<td>6.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Section D – Employment</td>
<td>4,210</td>
<td>4.7</td>
<td>2.6</td>
</tr>
<tr>
<td>Section E – Background</td>
<td>12,720</td>
<td>6.0</td>
<td>2.1</td>
</tr>
<tr>
<td>Section F – Locating</td>
<td>12,720</td>
<td>3.2</td>
<td>1.3</td>
</tr>
</tbody>
</table>

¹ The number of cases in each section may vary because not all sections were applicable to all sample members. Note: Detail may not sum to totals because of rounding. Interview times are based on full completed web and computer-assisted telephone interview (CATI) cases only. Computer-assisted personal interview (CAPI), Spanish and English abbreviated versions, and partial cases were excluded from analysis. Also excluded from this analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time. There were approximately 1,130 outliers excluded from total interview time. The number of outliers excluded per section varies.


In addition to the full BPS:04/06 interview, an English abbreviated version was available via web, CATI, and CAPI, and a Spanish abbreviated version was available via CATI and CAPI. The abbreviated interviews included sections A, B, and F. The number of English abbreviated interview completions was 1,130. Excluding outliers, the average total interview time for sections A, B, and F was 6.1 minutes. Specific section completion times included 2.7 minutes for section A, 2.7 minutes for section B, and 3.4 minutes for section F. A total of 240 abbreviated interviews were conducted in Spanish. Excluding outliers, the average total interview time was 8.2 minutes, while section completion times were 3.9 minutes for section A, 3.3 minutes for section B, and 4.8 minutes for section F.⁹

**Timing by Respondent Characteristics.** When specific respondent characteristics were taken into account, interview completion times varied. In particular, the respondent characteristics of base-year response status, postsecondary enrollment, and employment affected overall and section completion time. Such comparisons are presented in table 19.

Regarding base-year response status, nonrespondents had a higher completion time overall (22.9 minutes) than base-year respondents (19.6 minutes) \( (t = 5.79, p < .0001) \). Because section A focused on eligibility determination, base-year nonrespondents were asked more questions than base-year respondents. On average, it took base-year nonrespondents 3.9 minutes to complete section A, compared to less than 1 minute for base-year respondents \( (t = 29.27, p < .0001) \).

⁹ An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Of the 1,130 completed English abbreviated interviews, 40 outlier cases were excluded from the calculation of total interview time. Of the 240 completed Spanish abbreviated interviews, 10 outlier cases were excluded from the calculation of total interview time. The number of outliers per section varied.
Respondents enrolled at the time of the interview were not administered the employment questions in section D. Consequently, enrolled respondents required less time overall to complete the interview (19.4 minutes) than respondents who were no longer enrolled (19.9 minutes) \( (t = 4.35, p < .0001) \). Enrolled respondents, however, required more time (3.1 minutes) to complete section B, the enrollment history section, than those not enrolled (2.1 minutes; \( t = -30.74, p < .0001 \)).

The final respondent characteristic considered was employment status. Employed respondents had a longer overall interview completion time (20.7 minutes) than respondents not in the workforce (16.8 minutes) \( (t = -16.80, p < .0001) \). The difference in completion times can be attributed almost entirely to differences in section D completion times for these two groups. Because section D focused primarily on characteristics of the current job, employed respondents were asked significantly more questions than those not currently employed. Employed respondents took an average of 5.9 minutes to complete section D, compared to an average of 1.2 minutes for respondents not currently employed \( (t = 123.09, p < .0001) \).

### Table 19. Average time in minutes to complete interview, by base-year, enrollment, and employment status, by section: 2006

<table>
<thead>
<tr>
<th>Interview section</th>
<th>Base-year status</th>
<th>Enrollment status</th>
<th>Employment status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respondent</td>
<td>Non-respondent</td>
<td>Currently enrolled</td>
</tr>
<tr>
<td>Total interview</td>
<td>19.6</td>
<td>22.9</td>
<td>19.4</td>
</tr>
<tr>
<td>Section A - Base year</td>
<td>0.5</td>
<td>3.9</td>
<td>2.4</td>
</tr>
<tr>
<td>Section B - History</td>
<td>2.7</td>
<td>2.5</td>
<td>3.1</td>
</tr>
<tr>
<td>Section C - Characteristics</td>
<td>6.5</td>
<td>6.3</td>
<td>6.4</td>
</tr>
<tr>
<td>Section D - Employment</td>
<td>4.7</td>
<td>4.3</td>
<td>†</td>
</tr>
<tr>
<td>Section E - Background</td>
<td>6.0</td>
<td>6.2</td>
<td>5.9</td>
</tr>
<tr>
<td>Section F - Locating</td>
<td>3.2</td>
<td>3.5</td>
<td>3.1</td>
</tr>
</tbody>
</table>

† Not applicable.

NOTE: Interview times are based on full completed web and computer-assisted telephone interviewing (CATI) cases only. Computer-assisted personal interviewing (CAPI), Spanish and English abbreviated, and partial cases were excluded from analysis. Also excluded from this analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time.


### Timing for Coding Systems

Interview completion times can be affected not only by respondent characteristics, but also by the extent to which respondents need to code responses during the interview. Several coding systems were used in the BPS:04/06 instrument, and the on-screen time required for coding is presented below. The institutional coding system collected information on additional schools attended, and provided various ways to search for schools, including by city, state, and/or school name. The field of study and occupation coding systems used an assisted-coding approach, such that the entry of text strings interfaced with a database to identify the best match or provide a set of comparable matches. The industry coder presented a
list of radio button choices. Overall, it took self-administered respondents and CATI interviewers just over 1 minute to code occupation and less than 1 minute to code institutions, field of study, and industry. No mode differences were found.

**Timing by Completion Mode.** Differences between web-based cases, self-administered and interviewer-administered (CATI), are presented in table 20. CATI respondents required approximately 1 minute longer to complete the BPS:04/06 interview than self-administered respondents, 20.4 minutes as opposed to 19.1 minutes \( (t = -12.16, p < .0001) \), largely due to the conversational nature of the CATI interviewer-respondent experience. Exchange and verification of information and the verbal administration of each question plus response options tend to increase completion time. As with overall times, section A had the shortest completion time, and section E had the longest completion time across mode.

**Table 20. Average time in minutes to complete web-based interview, by section and mode of administration: 2006**

<table>
<thead>
<tr>
<th>Interview section</th>
<th>Self-administered</th>
<th>CATI(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of cases(^2)</td>
<td>Average time</td>
</tr>
<tr>
<td>Total interview</td>
<td>7,240</td>
<td>19.1</td>
</tr>
<tr>
<td>Section A – Base year</td>
<td>110</td>
<td>2.2</td>
</tr>
<tr>
<td>Section B – History</td>
<td>7,960</td>
<td>2.8</td>
</tr>
<tr>
<td>Section C – Characteristics</td>
<td>7,220</td>
<td>6.3</td>
</tr>
<tr>
<td>Section D – Employment</td>
<td>1,750</td>
<td>4.8</td>
</tr>
<tr>
<td>Section E – Background</td>
<td>7,860</td>
<td>6.7</td>
</tr>
<tr>
<td>Section F – Locating</td>
<td>7,910</td>
<td>3.0</td>
</tr>
</tbody>
</table>

\(^1\) Includes CATI only. Timing data for CAPI were excluded due to being administered on a stand-alone laptop, which was not transmitted over the Internet.

\(^2\) The number of cases in each section may vary because not all sections were applicable to all sample members.

**NOTE:** Interview times are based on full completed web and computer-assisted telephone interviewing (CATI) cases only. Computer-assisted personal interviewing (CAPI), Spanish and English abbreviated, and partial cases were excluded from analysis. Also excluded from the analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time. Detail may not sum to totals because of rounding.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Completion times tended to increase when interviews were conducted in the field. Table 21 shows the average interview completion times for the two CAPI modes, in-person and by phone.

---

\(^{10}\) See chapter 2 for details about the coding systems.
Table 21. Average time in minutes to complete interview, by section and CAPI type: 2006

<table>
<thead>
<tr>
<th>Interview section</th>
<th>CAPI by phone average time</th>
<th>CAPI in-person average time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total interview</td>
<td>24.3</td>
<td>23.8</td>
</tr>
<tr>
<td>Section A – Base year</td>
<td>4.3</td>
<td>7.5</td>
</tr>
<tr>
<td>Section B – History</td>
<td>2.4</td>
<td>2.6</td>
</tr>
<tr>
<td>Section C – Characteristics</td>
<td>7.9</td>
<td>8.1</td>
</tr>
<tr>
<td>Section D – Employment</td>
<td>4.9</td>
<td>5.7</td>
</tr>
<tr>
<td>Section E – Background</td>
<td>7.1</td>
<td>6.7</td>
</tr>
<tr>
<td>Section F – Locating</td>
<td>4.9</td>
<td>4.8</td>
</tr>
</tbody>
</table>

NOTE: Interview times are based on completed computer-assisted personal interviewing (CAPI) cases only. Full completed web, computer-assisted telephone interviewing (CATI), Spanish and English abbreviated, and partial cases were excluded from analysis. Also excluded from this analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time.


Components of Timing. Table 22 displays the average on-screen and transit times for both web-based, self-administered and interviewer-administered (CATI) surveys. CATI respondents had longer on-screen time (18.7 minutes) than web-based, self-administered respondents (15.7 minutes) \((t = -31.11, p < .0001)\). This finding is expected, given the conversational nature of the interviewer-respondent experience. Average transit time between screens, however, was longer for web respondents (3.4 minutes) than CATI respondents (1.7 minutes) \((t = 61.00, p < .0001)\). This result is most likely due to the efficient high-speed connection provided by the call center facility. Average on-screen and transit time by mode of administration is presented in figure 5.

Table 22. Average on-screen time and transit time in minutes, by mode of administration: 2006

<table>
<thead>
<tr>
<th>Mode of administration</th>
<th>Number of cases</th>
<th>Average on-screen time</th>
<th>Average transit time</th>
<th>Average completion time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>12,050</td>
<td>16.9</td>
<td>2.7</td>
<td>19.6</td>
</tr>
<tr>
<td>Self-administered</td>
<td>7,240</td>
<td>15.7</td>
<td>3.4</td>
<td>19.1</td>
</tr>
<tr>
<td>Interviewer-administered(^1)</td>
<td>4,810</td>
<td>18.7</td>
<td>1.7</td>
<td>20.4</td>
</tr>
</tbody>
</table>

\(^1\) Includes CATI only. Timing data for CAPI were excluded due to being administered on a stand-alone laptop, which was not transmitted over the Internet.

NOTE: Detail may not sum to totals because of rounding. Interview times are based on full completed web and computer-assisted telephone interviewing (CATI) cases only. Computer-assisted personal interviewing (CAPI), Spanish and English abbreviated, and partial cases were excluded from analysis. Also excluded from this analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time.

As mentioned above, internet connection type impacts transit time, thereby affecting overall completion time. Many self-administered respondents indicated completing the interview via fast connection, as shown in table 23. A random sample of respondents was asked to complete a small set of debriefing questions post-interview. Almost 90 percent of respondents answering a debriefing question concerning internet connection type indicated using a fast connection. As expected, respondents using dial-up modems experienced much longer transit times (7.8 minutes) than those with a fast connection (3.1 minutes) ($t = -38.86, p < .0001$).

### Table 23. Average time in minutes to complete self-administered web interview, by internet connection type: 2006

<table>
<thead>
<tr>
<th>Internet connection type</th>
<th>Number of cases</th>
<th>Percent of cases</th>
<th>Interview time</th>
<th>Transit time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>7,190</td>
<td>100.0</td>
<td>19.1</td>
<td>3.4</td>
</tr>
<tr>
<td>Dial-up modem</td>
<td>430</td>
<td>6.0</td>
<td>23.6</td>
<td>7.8</td>
</tr>
<tr>
<td>Fast connection (DSL, ISDN, cable modem, office LAN)</td>
<td>6,410</td>
<td>89.2</td>
<td>18.7</td>
<td>3.1</td>
</tr>
<tr>
<td>Do not know connection type</td>
<td>350</td>
<td>4.9</td>
<td>20.2</td>
<td>3.7</td>
</tr>
</tbody>
</table>

1 Represents those from the random sample selected for debriefing that provided a response to connection type.

NOTE: Detail may not sum to totals because of rounding. Interview times are based on full completed web and computer-assisted telephone interviewing (CATI) cases only. Computer-assisted personal interviewing (CAPI), Spanish and English abbreviated, and partial cases were excluded from analysis. Also excluded from this analysis were outlier cases. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section or for the total interview. Outliers were identified separately for each section and for the total interview; therefore, individual section times do not sum to the total interview time.

3.2.2 Telephone Interviewer Hours

The CATI component of data collection required considerable effort on the part of telephone interviewers and call center supervisory staff. Telephone interviewer hours for BPS:04/06 totaled about 17,040 hours with an average of 2.4 hours spent per completed interview.

Given the average telephone interview completion time of 20 minutes, the remaining 2 hours was spent in activities outside the actual interview. The majority of this time was dedicated to locating and contacting each sample member. Multiple interview attempts were made with each sample member for whom contact information was available. When necessary, contacts with all available locating sources were attempted in an effort to interview a sample member. The balance of interviewer time was spent on case maintenance, such as opening a case and reviewing its call history, scheduling callbacks, providing comments, and updating case statuses.

3.2.3 Number of Calls and Call Screening

The average number of calls required to obtain a completed interview varied according to prior response status and phase of data collection. Table 24 shows the average number of telephone calls overall and by current and prior response status, mode of administration, and incentive period. On average, 14 calls were made per sample member. Base-year respondents received 2 fewer calls, on average, than base-year nonrespondents (14 and 16, respectively) \((t = 2.54, p > .05)\). As expected, significant call count differences were found between BPS:04/06 respondents and nonrespondents and between self-administered, and interviewer-administered modes. For example, BPS:04/06 participants were called on average 10 times, compared to an average of 33 calls to nonrespondents \((t = 67.82, p < .0001)\). Self-administered web respondents were called less frequently than CATI/CAPI cases, an average of 5 calls as opposed to 15 calls \((t = –44.10, p < .0001)\). While fewer calls would be expected for self-administered web respondents, outbound Help Desk calls were made as needed to respond to sample member inquiries, such as password requests and technical assistance.
Table 24. Call counts, by current and base-year response status, mode of administration, and incentive period: 2006

<table>
<thead>
<tr>
<th>Sample member characteristics</th>
<th>Number of cases</th>
<th>Average number of calls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>18,640</td>
<td>14.3</td>
</tr>
<tr>
<td>Response status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BPS:04/06 respondent</td>
<td>14,900</td>
<td>9.6</td>
</tr>
<tr>
<td>BPS:04/06 nonrespondent, ineligible, or exclusion</td>
<td>3,740</td>
<td>32.9</td>
</tr>
<tr>
<td>Base-year response status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPSAS:04 respondent</td>
<td>18,260</td>
<td>14.2</td>
</tr>
<tr>
<td>NPSAS:04 nonrespondent</td>
<td>380</td>
<td>16.3</td>
</tr>
<tr>
<td>Mode of administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-administered</td>
<td>8,650</td>
<td>5.4</td>
</tr>
<tr>
<td>Interviewer-administered</td>
<td>6,250</td>
<td>15.3</td>
</tr>
<tr>
<td>CATI</td>
<td>5,820</td>
<td>15.1</td>
</tr>
<tr>
<td>CAPI</td>
<td>480</td>
<td>16.5</td>
</tr>
<tr>
<td>BPS nonrespondent</td>
<td>3,740</td>
<td>32.9</td>
</tr>
<tr>
<td>Incentive period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Response($30)</td>
<td>7,030</td>
<td>#</td>
</tr>
<tr>
<td>Production ($20)</td>
<td>3,460</td>
<td>7.7</td>
</tr>
<tr>
<td>Nonresponse conversion ($30)</td>
<td>8,160</td>
<td>29.3</td>
</tr>
</tbody>
</table>

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing. NPSAS = National Postsecondary Student Aid Study.


Call counts also varied by incentive period. Respondents who received either the early response or production incentive were called an average of three times (an average of less than one for early response and eight for production incentive), while those who received or were eligible to receive the nonresponse incentive were called an average of 29 times ($t = 135.25$, $p < .0001$).

As mentioned above, both BPS:04/06 nonrespondents and those eligible for the nonresponse incentive had high call counts. Interviewer-based studies increasingly have to work around call screening behaviors in order to reduce the rate of participant nonresponse. Sample members use various devices such as answering machines, caller ID, call blocking, call filtering, and privacy managers in order to be selective about incoming calls. Cell phones also provide on-screen identification and instant voicemail. While call screening provides privacy and selectivity to the individual, studies with an interviewer component can be adversely affected by way of reduced representativeness, lower response rates, and higher project costs.

Just over one half of the cases (9,590 of the 18,640) in the BPS:04/06 sample had an answering machine event. An answering machine event is when an interviewer-initiated call to the sample member resulted in obtaining an answering machine message. Overall, 43 percent of BPS:04/06 respondents has at least one answering machine event compared to 87 percent of
nonrespondents \( (t = 64.92, p < .0001) \). For sample members with at least one answering machine event occurred, 26 calls on average were made. Only two calls on average were made to sample members when no answering machine event occurred \( (t = -123.37, p < .0001) \).

### 3.3 Conclusion

This chapter reported data collection outcomes for the BPS:04/06 full-scale study, including response rates and interview burden on respondents. Of the 23,090 sample members, 18,640 were eligible for the study. In addition, 20,580 (89 percent) of the 23,090 total sample members were able to be located. The unweighted response rate for all eligible cases (located and not located) was 80 percent, while the response rate for located eligible cases was 90 percent.

Prompting calls, use of incentives, and refusal conversion techniques were employed to encourage high response rates. Prompting calls increased the response rate of base-year nonrespondents. In the full-scale study, prompting calls were made to base-year nonrespondents, and the results suggest that response rates were significantly higher when staff spoke with the sample member directly (56 percent), as opposed to when staff spoke to someone other than the sample member, reached an answering machine, or a call was not answered (34 percent). Response rates were higher in the early response phase and nonresponse phase when a $30 incentive was offered than in the production phase when a $20 incentive was offered. Finally, the refusal rates and refusal conversion results indicated that eligible base-year nonrespondents were more likely (25 percent) than eligible base-year respondents (10 percent) to refuse at some point to complete the interview. Further, base-year respondents were converted at a higher rate (39 percent) than base-year nonrespondents (17 percent).

Regarding interview burden, it took, on average, 20 minutes to complete the BPS:04/06 student interview. The average number of calls made per sample members was 14, and it varied based on response status. The average number of calls to respondents was 10, and the average number of calls to nonrespondents was 33.
Chapter 4
Evaluation of Data Quality

This chapter includes summaries of evaluations conducted throughout the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) data collection, as well as a detailed analysis of the quality of data collected. Analyses of quality control procedures, coding processes, and item-level nonresponse are also presented in this chapter.

4.1 Defining and Identifying First-Time Beginners (FTBs) for Cohort Membership

Identifying first-time beginners (FTBs) for membership in the BPS:04/06 cohort required an extensive process involving data collected across two studies, the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and the current study, BPS:04/06. Data were collected from a number of sources, including

- lists of students enrolled during the 2003–04 academic year at the NPSAS-eligible institutions that provided the lists;
- student-level data abstracted from the student’s institutional record using a computer-assisted data entry (CADE) system;
- records matches, conducted across academic years between 2003–04 and 2005–06, to two extant databases: the Central Processing System (CPS) and the National Student Loan Data System (NSLDS);
- student interviews conducted in 2004 as part of NPSAS:04 and in 2006 as part of BPS:04/06; and
- a one-time record match to the National Student Clearinghouse (NSC) StudentTracker database conducted in September 2006.

The following section describes the process by which sample members were identified and ultimately classified as FTBs across these multiple data sources and time periods.

4.1.1 FTB Identification During NPSAS:04

To begin the NPSAS:04 data collection, NPSAS-eligible institutions were asked to submit to RTI lists of all students enrolled at the institution at any time during the 2003–04 academic year. Students were classified by their institutions as being either FTBs, other undergraduates, or graduate and professional students. As discussed in chapter 2, students should be identified as FTBs if they were an undergraduate enrolled at some time between July 1, 2003 and June 30, 2004 and, prior to July 1, 2003, had not earned any postsecondary degrees or completed any postsecondary classes toward a degree or formal award since completing high school requirements.\(^\text{11}\) Table 25 presents the number of NPSAS-eligible FTBs and other

\(^{11}\) College credit earned while in high school did not affect FTB status.
undergraduate and graduate/first-professional students sampled from institution lists according to how they were listed initially by the institutions.

Table 25. Distribution of first-time beginners (FTBs) and other undergraduate, graduate, and first-professional students as listed initially by NPSAS institutions: 2004

<table>
<thead>
<tr>
<th>Initial institution classification</th>
<th>Count</th>
<th>Percent</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, NPSAS-eligible sample</td>
<td>101,010</td>
<td>17,267,520</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Listed FTB students</td>
<td>42,400</td>
<td>3,336,030</td>
<td>42.0</td>
<td>19.3</td>
</tr>
<tr>
<td>Listed other undergraduate and graduate students</td>
<td>55,690</td>
<td>13,610,990</td>
<td>55.1</td>
<td>78.8</td>
</tr>
<tr>
<td>Unknown classification</td>
<td>2,920</td>
<td>320,510</td>
<td>2.9</td>
<td>1.9</td>
</tr>
</tbody>
</table>

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

That students were identified by their institutions as FTBs was only the first step in confirming student eligibility for membership in the BPS cohort. Information was also extracted by matching the entire NPSAS:04 sample to two extant databases. The first, the CPS, contains the records of all students who applied for federal financial aid using the Free Application for Federal Student Aid (FAFSA) for the 2003–04 academic year. Question 24 (Q24) of the FAFSA asked applicants about their year in postsecondary education:

*What will be your grade level when you begin the 2003–2004 school year?*

Sample members who answered Q24 as “first year/never attended college before” were considered FTBs according to CPS and, therefore, potentially eligible for membership in the BPS cohort.

In addition to the CPS, the NPSAS:04 student sample was matched to the National Student Loan Data System (NSLDS), which, as the central data system for federal student aid, contains records for Pell grants and the Direct loan program (including subsidized and unsubsidized Stafford, Perkins, and PLUS loans). As a history file, the NSLDS contains aid records for all years of a student’s funding, not just the current academic year. Although NSLDS records do not contain an FTB indicator, it was assumed that any student with a record of federal financial aid receipt prior to the 2003–04 academic year could not have been an FTB in 2003–04.

Two additional sources of student data were involved in the determination of eligibility for the BPS cohort. First, as part of NPSAS:04, records at the NPSAS institutions were abstracted for the entire sample using a CADE methodology. The CADE abstraction instrument contained one item, Question 8, that could help identify a particular sample member as FTB according to the definition of FTB reported under the Integrated Postsecondary Education Data System (IPEDS).

*Is this student classified as a first-time, first-year degree-seeking student for IPEDS reporting purposes? [y/n]*
The response provided for CADE Question 8 helped confirm a student’s eligibility as an FTB but, given the additional requirement of full-time status under the IPEDS definition, could not be used to exclude sample members from the BPS cohort.

In addition to CADE, attempts were made to interview students selected for NPSAS:04 using either a self-administered interview on the Web, or a computer-assisted telephone interview (CATI). Several items in the NPSAS:04 student interview helped to clarify a student’s status as an FTB. Depending on whether or not the NPSAS institution was the first postsecondary institution attended in the 2003–04 academic year, students were asked either N4FSTSTR or N4SCHSTR (see table 26), which determined when the sample member first enrolled at any postsecondary institution after completing high school requirements. If the sample member reported enrollment prior to the 2003–04 academic year, N4CMPCLS determined whether or not credit was earned for the prior enrollment. As long as the student did not earn transferable credit for postsecondary enrollment between high school completion and July 1, 2003, he or she would still be considered potentially eligible for the BPS cohort.

At the end of the NPSAS:04 data collection, all available information for sample members—classification on the institution lists, student interview, CADE, and CPS and NSLDS records matching—was reviewed to make a final determination of BPS eligibility. Since these sources were sometimes found to be contradictory, a judgment was made as to the likely eligibility of each sample member. The outcome of this analysis is shown in table 27, organized according to the institution’s original classification of the student. Institution listings of students were found to be correct for about 86 percent\(^{12}\) of the NPSAS:04 eligible sample. FTBs were falsely classified as such for 35 percent of the listed sample (false positives), while about 10 percent of the other undergraduate, graduate, and first-professional students were determined actually to be FTBs (false negatives). About 17 percent of those whose status as an FTB was unknown at the time of the listing ended up classified as FTBs.

Table 26. NPSAS:04 student interview items for determining student status as first-time beginner (FTB): 2004

<table>
<thead>
<tr>
<th>Variable</th>
<th>Item</th>
<th>Administered to</th>
</tr>
</thead>
<tbody>
<tr>
<td>N4SCHSTR</td>
<td>In what month and year did you first attend [NPSAS] after completing high school requirements?</td>
<td>Undergraduate respondents whose first school was NPSAS</td>
</tr>
<tr>
<td>N4FSTSTR</td>
<td>In what month and year did you first attend any college, university, or trade school after high school?</td>
<td>Undergraduate respondents whose first school was not NPSAS</td>
</tr>
<tr>
<td>N4CMPCLS</td>
<td>Did you complete one or more postsecondary classes (at a college or trade school) toward a degree or formal award between the time you completed high school and July 1, 2003?</td>
<td>Undergraduates who first enrolled at a postsecondary institution prior to July 1, 2003 and are either in the first or second year of a degree program, or not in a degree program</td>
</tr>
</tbody>
</table>

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

\(^{12}\) For sections 4.1 and 4.2 only, weighted percentages are cited in the text, while both unweighted and weighted values are provided in the tables.
Table 27. First-time beginner (FTB) status following NPSAS:04 interview, record abstraction, and record matching, by initial institutional classification: 2004

<table>
<thead>
<tr>
<th>Initial institution classification</th>
<th>Total count</th>
<th>Institution listing disposition following data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Un-weighted</td>
<td>Percent confirmed</td>
</tr>
<tr>
<td></td>
<td>Weighted</td>
<td>Un-weighted</td>
</tr>
<tr>
<td>Total</td>
<td>101,010</td>
<td>78.2</td>
</tr>
<tr>
<td>FTB</td>
<td>42,400</td>
<td>61.9</td>
</tr>
<tr>
<td>Other undergraduate, graduate, or first-professional</td>
<td>55,690</td>
<td>90.5</td>
</tr>
<tr>
<td>Unknown classification 2</td>
<td>2,920</td>
<td>83.1</td>
</tr>
</tbody>
</table>

1 Includes 340 cases listed by the NPSAS institution as FTBs who were later determined to be FTBs at another institution. Since these cases were ultimately retained for the BPS:04 cohort, they were considered counted among the confirmed FTBs.
2 Students whose status was unknown according to the initial list classification were assumed to be non-FTBs.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

4.1.2 FTB Identification During BPS:04/06

In preparation for BPS:04/06 full-scale data collection, the 32,170 FTBs identified during NPSAS:04 were subsampled (see chapter 2) to yield a starting sample of 23,090 sample members. NPSAS:04 interview nonrespondents were asked the same set of base-year interview items, described above, to determine eligibility for the BPS:04 cohort. In addition, a subset of the base-year respondents, whose eligibility as an FTB remained in question despite their interview responses and the results of the CPS and NSLDS record matching were rescreened. Table 28 presents the FTB status of the BPS:04/06 sample, according to the original classification of the sample member by the NPSAS institution, following the BPS:04/06 interview.

Table 28. First-time beginner (FTB) status following BPS:04/06 interview according to initial FTB listing by NPSAS institution: 2006

<table>
<thead>
<tr>
<th>Initial institution classification</th>
<th>Total count</th>
<th>Institution listing disposition following data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Un-weighted</td>
<td>Percent confirmed 1</td>
</tr>
<tr>
<td></td>
<td>Weighted</td>
<td>Un-weighted</td>
</tr>
<tr>
<td>Total</td>
<td>23,090</td>
<td>98.6</td>
</tr>
<tr>
<td>FTB</td>
<td>18,010</td>
<td>98.9</td>
</tr>
<tr>
<td>Other undergraduate, graduate, or first-professional</td>
<td>4,530</td>
<td>97.5</td>
</tr>
<tr>
<td>Unknown classification 2</td>
<td>550</td>
<td>98.6</td>
</tr>
</tbody>
</table>

1 Includes those students who were confirmed to be FTBs as well as those who were nonrespondents to the BPS:04/06 interview.
2 Students whose status was unknown according to the initial list classification were assumed to be non-FTBs.
NOTE: Detail may not sum to totals because of rounding.

As part of the BPS:04/06 data collection, the BPS:04 cohort was again matched to the CPS, for every application year since 2004, and NSLDS databases. In addition, in 2006, the cohort sample was matched to a new source, the National Student Clearinghouse (NSC)
StudentTracker database, which contains enrollment and degree completion data for any students enrolled in NSC-participating institutions. A record match for a student’s enrollment at the NPSAS institution was obtained for about 60 percent of FTBs (for further discussion of the match rates obtained from the CPS, NSLDS, and NSC, see section 4.2).

Since it is a history file, the NSC shows current and prior postsecondary enrollment, as well as degrees being attempted and earned at all known institutions for an individual student. Consequently, the NSC data provided another opportunity to evaluate whether sample members were appropriately classified as FTB students in the 2003–04 academic year in light of what was already known from, and was sometimes contradictory with, the CPS, NSLDS, and interviews. If the NSC data confirmed enrollment prior to July 2003, or indicated degrees earned prior to 2003, the sample member was concluded to be ineligible for the BPS:04 cohort. Table 29 presents the final determination of BPS:04 cohort eligibility as a result of records matching to the CPS, NSLDS, and NSC databases in 2006. Based on the combination of information known about sample members across sources, another 7 percent of the sample initially classified as FTB was determined to be ineligible for the BPS:04 cohort.

Table 29. First-time beginner (FTB) status following records matching to CPS, NSLDS, and NSC databases according to initial FTB listing by NPSAS institution: 2006

<table>
<thead>
<tr>
<th>Initial institution classification</th>
<th>Total count1</th>
<th>Institution listing disposition following data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Un-weighted</td>
<td>Weighted</td>
</tr>
<tr>
<td>Total</td>
<td>22,760</td>
<td>2,728,190</td>
</tr>
<tr>
<td>FTB</td>
<td>17,800</td>
<td>1,564,860</td>
</tr>
<tr>
<td>Other undergraduate, graduate, or first-professional</td>
<td>4,420</td>
<td>1,105,360</td>
</tr>
<tr>
<td>Unknown classification2</td>
<td>550</td>
<td>57,970</td>
</tr>
</tbody>
</table>

1 The total count of FTBs decreased when additional information collected from records matching determined the students were not actually FTBs during the 2003–04 academic year.
2 Students whose status was unknown according to the initial list classification were assumed to be non-FTBs.

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

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

Identification of FTBs for the BPS:04 cohort, therefore, began with the NPSAS institution’s classification of students and ended with the completion of records matching following data collection for BPS:04/06. Table 30 shows the final false positive and false negative rates of the initial institutional classification. From among the students initially classified by their institutions as FTBs for the 2003–04 academic year, 48 percent were ultimately determined not to be FTBs (false positives). Among those classified by their NPSAS institution as other undergraduate, graduate, or first-professional students, about 4 percent were determined to be eligible for the BPS:04 cohort (false negatives), with another 13 percent of students with unknown classification determined to be FTBs as well.

13 Of the 1,280 NPSAS-eligible institutions enrolling FTBs, 830 (65 percent) participated in the NSC.
Table 30. Final false positive and false negative rates for classification of first-time beginners (FTBs) by NPSAS institution following NPSAS:04 and BPS:04/06 student interviewing and records matching: 2006

<table>
<thead>
<tr>
<th>Initial institution classification</th>
<th>Count</th>
<th>Percent error rate</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Unweighted</td>
<td>Weighted</td>
<td>Unweighted</td>
<td>Weighted</td>
<td></td>
</tr>
<tr>
<td>Total, NPSAS-eligible sample</td>
<td>101,010</td>
<td>17,267,520</td>
<td>†</td>
<td>†</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listed FTB students (false positives)</td>
<td>42,400</td>
<td>3,336,030</td>
<td>53.4</td>
<td>47.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listed other undergraduate and graduate students (false negatives)</td>
<td>55,690</td>
<td>13,610,990</td>
<td>4.2</td>
<td>4.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown classification ¹ (false negatives)</td>
<td>2,920</td>
<td>320,510</td>
<td>14.0</td>
<td>13.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

† Not applicable.
¹ Students whose status was unknown according to the initial list classification were assumed to be non-FTBs.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

4.2 Record Matching Rates for the BPS:04 Cohort

As described above, the initial FTB sample for BPS:04 was selected from a cross-section of students enrolled at NPSAS-eligible postsecondary institutions between July 1, 2003, and June 30, 2004. From the sampled institutions, RTI received lists of enrolled students from which it selected a random sample of students for participation in NPSAS. Data collection for NPSAS:04 included an abstraction of a sample member’s institution records, an interview with the sample member, and record matching to the NSLDS and CPS databases. Similarly, the BPS:04/06 data collection included a follow-up interview with FTBs and additional record matching to CPS, NSLDS, and the NSC StudentTracker database. This section provides a discussion of the observed match rates for these three databases within the BPS:04 cohort.

Matching to the CPS. In order to determine an accurate match rate for the CPS, RTI identified respondents who were known to have received federal financial aid of any kind because receipt of federal aid necessarily implies that an application was made. Two sources of information were used to identify federal aid recipients: presence of a record in the NSLDS and information abstracted from each sample member’s institution record (CADE data) as part of NPSAS:04. Matching to the CPS applicant database was performed by RTI several times over the course of the 2003–04 FAFSA application year, using the sample member’s SSN concatenated with the first two letters of the last name as the “CPS ID.” SSNs were received for approximately 96 percent of the NPSAS:04 eligible potential FTBs. As shown in table 31, about 97 percent of students known to have received federal aid matched to records in the CPS.
Table 31. Percentage of federally aided BPS:04 cohort members matching to the Central Processing System (CPS) database: 2003–04

<table>
<thead>
<tr>
<th>Matching to the CPS</th>
<th>Percent of cohort members receiving federal aid</th>
<th>Unweighted</th>
<th>Weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Matched</td>
<td></td>
<td>96.7</td>
<td>96.6</td>
</tr>
<tr>
<td>Did not match</td>
<td></td>
<td>3.3</td>
<td>3.4</td>
</tr>
</tbody>
</table>

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

Matching to the NSLDS. The second major database for records matching in BPS:04/06 was the NSLDS. To match to the NSLDS, RTI provided student SSNs to staff at the U.S. Department of Education; actual matching was performed at the request of the Department by the NSLDS contractor. Match rates were calculated against the number of BPS:04 cohort members identified in NPSAS:04 who, based on abstracted CADE records, were known to have received either a Pell grant or a Direct loan during the 2003–04 academic year. As shown in table 32, about 94 percent of study respondents with known Pell grants and/or Direct loans matched to the NSLDS database.

Table 32. Percentage of Pell grant or Direct loan BPS:04 cohort members matching to the National Student Loan Data System (NSLDS) database: 2003–04

<table>
<thead>
<tr>
<th>Matching to the NSLDS</th>
<th>Percent of cohort members receiving Pell grant or Direct loan</th>
<th>Unweighted</th>
<th>Weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Matched</td>
<td></td>
<td>94.3</td>
<td>94.3</td>
</tr>
<tr>
<td>Did not match</td>
<td></td>
<td>5.7</td>
<td>5.7</td>
</tr>
</tbody>
</table>

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

Matching to the NSC. In addition to the CPS and NSLDS file matching, the BPS:04 cohort sample was matched to the NSC StudentTracker database in September 2006. RTI provided SSNs and dates of birth to the NSC for those sample members for whom the information was available (about 97 percent).14 Irrespective of institution, at least one record match was found in the database for 76 percent of FTBs.

Results of the student-level file matching to the NSC for their NPSAS institution enrollment are shown in table 33. Overall, a record match for a student’s enrollment at the NPSAS institution was obtained for about 60 percent of the FTBs with an SSN and/or date of birth. An individual student record would match to the NSC only if the student’s NPSAS institution was a participant in the NSC.15 Of the original NPSAS institutions, 94 percent enrolled FTBs. (The remaining institutions were professional schools that do not enroll first-time

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14 If not already provided during NPSAS:04, additional SSNs and birth dates were obtained from student respondents during the first follow-up interview.

15 Institutional participation in the NSC was assumed if a record of enrollment at the NPSAS institution was located for at least one BPS sample member.
postsecondary students.) Among those institutions enrolling FTBs, 65 percent participated in the NSC. As shown in table 34, an NSC record match was obtained for about 84 percent of students enrolled at NSC-participating institutions.

Table 33. Percentage of BPS:04 cohort members matching to the National Student Clearinghouse (NSC) StudentTracker database: 2006

<table>
<thead>
<tr>
<th>Matching to NSC</th>
<th>Percent of cohort members</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unweighted</td>
<td>Weighted</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Matched</td>
<td>61.4</td>
<td>60.2</td>
<td></td>
</tr>
<tr>
<td>Did not match</td>
<td>38.6</td>
<td>39.8</td>
<td></td>
</tr>
</tbody>
</table>


Table 34. Percentage of BPS:04 cohort members enrolled in NSC-participating institutions matching to the National Student Clearinghouse (NSC) StudentTracker database: 2006

<table>
<thead>
<tr>
<th>Matching to NSC</th>
<th>Percent of cohort members enrolled in NCS-participating institutions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unweighted</td>
<td>Weighted</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Matched</td>
<td>86.2</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td>Did not match</td>
<td>13.8</td>
<td>16.5</td>
<td></td>
</tr>
</tbody>
</table>


4.3 Online Coding

The online coding systems used to code institution, major, occupation, and industry were developed to standardize sample member responses into predetermined categories. As described in chapter 2, institution, major, and occupation coding systems involved an assisted coding mechanism that retrieved a list of possible codes following the entry of a text string. Industry was coded manually from a list of 24 industries.

The reliability of the coding systems was assessed by expert coders. When institution codes were missing, expert coders used the text string (if provided) to determine the appropriate school code. The rate at which institution codes were upcoded is presented in the next section. A total of 25 percent of reported majors, occupations, and industries were subject to review by expert coders. Expert coders reviewed text strings collected by the three coding systems and selected the appropriate corresponding code. An application compared expert codes to original codes provided in the interview. Expert codes replaced original codes when they did not coincide. Recoding rates for major, occupation, and industry are presented in table 35 along with comparisons by mode.

4.3.1 Institution (IPEDS) Coding

Institution names and enrollment history were collected in section B of the student interview in a looping series of questions that repeated for each school attended. As a result,
respondents were able to report enrollment dates and intensity for multiple postsecondary institutions (the maximum number of institutions attended by a single respondent was seven).

The upcoding rates were calculated on the basis of whether any of the institution names for a given respondent were upcoded. A small number of respondents (3 percent) had at least one upcoded institution. No mode differences were found.

4.3.2 Major Coding

As described in chapter 2, the major coding system utilized an assisted coder that derived a list of possible matches from the text string the respondent provided. If no areas matched, double drop-down boxes were used to categorize the major. As shown in table 35, 83 percent of all majors were coded correctly according to expert coder evaluations, while 15 percent required recoding and 2 percent of strings were too vague to code accurately. Mode comparisons suggest that CATI/CAPI produced reliable major codes at a higher rate than the self-administered web interview (89 percent of CATI/CAPI codes were correct versus 81 percent of web codes; \( z = 5.7; p < .01 \)). The mode difference in major coding reliability suggests that the specialized training modules designed to introduce interviewers to the coding systems were effective. That interviewers received this training and, over time, became experienced coders accounts for their greater facility navigating the coding systems compared to self-administered respondents.

4.3.3 Occupation Coding

Chapter 2 discussed how the occupation coding system utilized an assisted coder that derived a list of possible matches from the text string the respondent provided. If no areas matched, then triple drop-down boxes were used to categorize the occupation. Occupation codes, collected from employed respondents who were no longer enrolled in postsecondary education, were correct for 81 percent of cases reviewed (table 35). Of the remaining 19 percent of cases, 17 percent of codes were recoded, and 2 percent were too vague to code. The reliability of occupation coding did not vary significantly by administration mode (\( z = 0.2 \)).

4.3.4 Industry Coding

Also described in chapter 2, the industry coding was a manual process where an industry was selected, based on the text string provided by the respondent, from a list of 24 industries. Like occupation, industry data were collected from working respondents who were not enrolled in postsecondary education. Table 35 displays the expert coder results for industry coding. Of the cases subject to quality review by expert coders, 86 percent of codes were deemed correct, while 11 percent required recoding, and 3 percent were too vague to code. The reliability of industry coding did not vary significantly by interview mode (\( z = 0.7 \)).
### Table 35. Expert coder results for major, occupation, and industry coding, by mode of administration: 2006

<table>
<thead>
<tr>
<th>Mode of administration</th>
<th>Original code was correct</th>
<th>Recoded - original code was not missing</th>
<th>Text string was too vague to code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Major coding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2,340</td>
<td>83.1</td>
<td>440</td>
</tr>
<tr>
<td>Web</td>
<td>1,590</td>
<td>80.5</td>
<td>350</td>
</tr>
<tr>
<td>CATI/CAPI</td>
<td>750</td>
<td>89.3</td>
<td>80</td>
</tr>
<tr>
<td>Occupation coding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>750</td>
<td>80.8</td>
<td>160</td>
</tr>
<tr>
<td>Web</td>
<td>320</td>
<td>81.1</td>
<td>70</td>
</tr>
<tr>
<td>CATI/CAPI</td>
<td>420</td>
<td>80.6</td>
<td>90</td>
</tr>
<tr>
<td>Industry coding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>740</td>
<td>86.2</td>
<td>90</td>
</tr>
<tr>
<td>Web</td>
<td>280</td>
<td>85.1</td>
<td>30</td>
</tr>
<tr>
<td>CATI/CAPI</td>
<td>460</td>
<td>86.8</td>
<td>60</td>
</tr>
</tbody>
</table>

**NOTE:** Detail may not sum to totals because of rounding. CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing.

**SOURCE:** U.S. Department of Education. National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

#### 4.4 Identifying Difficult Items: Help Text, Conversion Text, and Item Nonresponse

##### 4.4.1 Help Text Analysis

The BPS:04/06 full-scale interview offered general and screen-specific help text on all instrument screens. The general help text provided answers to frequently asked questions about response types and browser settings for questionnaire completion. The screen-specific help text provided definitions of terms and phrases used in question wording and response options, and explained the type of information requested. Each help text screen also provided a toll-free telephone number so that sample members could call the BPS:04/06 Help Desk for additional assistance.

The number of times respondents clicked the help text button for each screen was tallied to determine the rate of help text access per screen relative to the number of respondents to whom the screen was administered. The screen-level rate of help text access was analyzed overall and by mode of interview administration to identify screens that may have been problematic for users.

Overall, the mean percentage of help text hits per screen was less than 1 percent. Across all interview forms, cases completed with an interviewer accessed help text more often than did self-administered cases (1 percent compared with less than 1 percent, respectively; \( t = -7.1, \ p < .0001 \)). It should be noted that interviewers were trained and encouraged to use help text as needed. Table 36 presents the rates of help text access for the interview screens that were administered to 50 or more respondents and in which help text was accessed at a rate of 2 percent or more.
The item with the highest rate of help text access was employer’s primary industry, at a rate of 7 percent. This item asked respondents to provide their employer’s primary industry or business. The majority of requests for help text on this screen was from interviewer-administered respondents. Approximately 11 percent of all interviewer-administered respondents used help text for this form, compared to 1 percent among self-administered respondents ($z = 11.9; p < .01$). The item with the second highest rate of help text access was confirm first-time enrollment, at a rate of 6 percent. No differences were found between modes of administration.

The two items where help text was accessed at a rate of 2 percent or more were similar questions. One item, type of employer while enrolled in school, had an overall help text rate of 3 percent. Approximately 9 percent of all interviewer-administered respondents used help text for this form, compared to less than 1 percent among self-administered respondents ($z = 19.8; p < .01$). The other item, type of employer worked for in current job if no longer enrolled in school, had an overall help text rate of 5 percent. Help text for this form was utilized by 9 percent of interviewer-administered respondents, compared to 1 percent of self-administered respondents ($z = 10.3; p < .01$).

The remaining two items where help text was accessed at a rate of 3 percent dealt with untaxed benefits and remedial courses. In one item, ever taken remedial courses after completing high school, the help text was never accessed by self-administered respondents, but was used by 6 percent ($z = 1.9, p < .1$) of CATI respondents. For the other item, received other untaxed benefits, the help text was never accessed by CATI respondents, but was used by 4 percent ($z = 5.23, p < .1$) of self-administered respondents.

### Table 36. Rates of help text access, by item: 2006

<table>
<thead>
<tr>
<th>Item description</th>
<th>Number administered to</th>
<th>Percent of help text access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm first-time enrollment</td>
<td>110</td>
<td>5.5</td>
</tr>
<tr>
<td>Ever take remedial courses after completing high school</td>
<td>120</td>
<td>2.5</td>
</tr>
<tr>
<td>Type of employer, while enrolled</td>
<td>7,030</td>
<td>3.0</td>
</tr>
<tr>
<td>Type of employer, current job</td>
<td>3,290</td>
<td>5.3</td>
</tr>
<tr>
<td>Employer's primary industry</td>
<td>3,260</td>
<td>6.5</td>
</tr>
<tr>
<td>Received: other untaxed benefits</td>
<td>1,380</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**NOTE:** Table is based on the rates of help text access for interviewer screens administered to a minimum of 50 respondents and in which help text was accessed at a rate of at least 2 percent. Due to increased confidentiality measures, rates of help text access are based on self-administered respondents and telephone-administered interviews, but not on in-person-administered interviews.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

### 4.4.2 Conversion Text Analysis

To keep item-level nonresponse to a minimum, the BPS:04/06 instrument implemented conversion text for 20 items of critical importance to the study. These key items included such topics as postsecondary enrollment, grade point average (GPA), employment status, amount of undergraduate loans, earnings, race, citizenship status, rent or mortgage payments, and number of credit cards in the respondent’s name. If respondents did not provide an answer before continuing to the next screen, the original screen was reloaded with conversion text—a brief
statement intended to encourage item completion. This additional text emphasized the confidential nature of the study as well as the importance of individual responses and explained how the information was to be used in research.

Table 37 displays the rate of conversion for each item in which the conversion text was viewed by at least 10 respondents (13 of the 20 critical items). Overall conversion rates are shown, as well as rates by mode (self- or interviewer-administered). Rates of conversion ranged from 32 to 100 percent, suggesting that the conversion text was generally successful in encouraging item response. Conversion text was particularly advantageous for items pertaining to enrollment and employment, earnings, and undergraduate loans. Conversion text was least effective in improving responsiveness to the item on monthly rent or mortgage payments (32 percent conversion rate).

<table>
<thead>
<tr>
<th>Description</th>
<th>Total number of cases</th>
<th>Total percent converted</th>
<th>Self-administered</th>
<th>Interviewer-administered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of cases</td>
<td>Percent converted</td>
</tr>
<tr>
<td>Still enrolled at last known school</td>
<td>20</td>
<td>100.0</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Currently employed</td>
<td>10</td>
<td>100.0</td>
<td>#</td>
<td>100.0</td>
</tr>
<tr>
<td>Number of jobs during last term of enrollment</td>
<td>20</td>
<td>89.5</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Parents' income in 2005</td>
<td>800</td>
<td>88.1</td>
<td>180</td>
<td>83.7</td>
</tr>
<tr>
<td>Earnings in 2005</td>
<td>410</td>
<td>75.6</td>
<td>110</td>
<td>77.1</td>
</tr>
<tr>
<td>Spouse's earnings in 2005</td>
<td>120</td>
<td>68.1</td>
<td>20</td>
<td>82.4</td>
</tr>
<tr>
<td>Amount borrowed for undergraduate loans</td>
<td>560</td>
<td>69.9</td>
<td>370</td>
<td>78.0</td>
</tr>
<tr>
<td>Citizenship status</td>
<td>10</td>
<td>64.3</td>
<td>10</td>
<td>85.7</td>
</tr>
<tr>
<td>Number of credit cards in own name</td>
<td>90</td>
<td>67.4</td>
<td>50</td>
<td>86.0</td>
</tr>
<tr>
<td>Enrollment through June 2006 at NPSAS school</td>
<td>70</td>
<td>56.5</td>
<td>30</td>
<td>72.7</td>
</tr>
<tr>
<td>Race</td>
<td>10</td>
<td>66.7</td>
<td>#</td>
<td>100.0</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>320</td>
<td>50.6</td>
<td>90</td>
<td>80.4</td>
</tr>
<tr>
<td>Monthly rent or mortgage payment</td>
<td>130</td>
<td>31.5</td>
<td>40</td>
<td>47.5</td>
</tr>
</tbody>
</table>

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Table is based on conversion text that was viewed by at least 10 respondents, which included 13 of the 20 critical items. GPA = Grade point average.


There were no significant mode differences identified for several of the key items, including still enrolled at last known school, number of jobs, current employment status, race, earnings in 2005, spouse’s earnings in 2005, and citizenship status. Conversion text results did vary by mode with critical items of NPSAS enrollment through June 2006 \( (z = 2.59; p < .01) \), cumulative GPA \( (z = 6.76; p < .01) \), amount borrowed for undergraduate loans \( (z = 5.96; p < .01) \), monthly rent or mortgage payments \( (z = 2.63; p < .01) \), and number of credit cards \( (z = 4.16; p < .01) \). The results indicate that, on these items, higher rates of conversion were obtained through the self-administered web interview. Conversely, a higher rate of conversion was observed for interviewer-administered interviews on the item requesting parents’ income in 2005 \( (z = 2.49; p < .05) \). This could be confounded by the fact that interviewers chose the don’t know option more often than self-administered respondents, thus resulting in a valid answer.
4.4.3 Item-Level Nonresponse

The rate of nonresponse is another data quality measure that can identify troublesome interview items and help to better understand the experiences of sample members in completing the interview. The purpose of the evaluation presented here is not to analyze potential bias, but to identify items that were administered yet have relatively high rates of nonresponse.16 Missing data for items in the full-scale student interview were associated with a number of factors: (1) a true refusal, (2) an unknown answer, (3) an inappropriate question for the respondent that he or she could not answer, (4) confusion related to the question wording or response options, or (5) hesitation to provide a best guess response. This section discusses items with high rates of missing data (including “don’t know” responses) to better understand which items may be sensitive or difficult to answer.17

Total nonresponse rates were calculated for each of the items that were administered to at least 100 respondents. Of over 400 items, only 7 yielded a total nonresponse rate greater than 5 percent. Results of the item-level nonresponse analysis by item are presented in table 38. The item with the highest rate of nonresponse (11 percent) was spouse’s total student loan amount.

Table 38. Interview item nonresponse, by items with over 5 percent missing: 2006

<table>
<thead>
<tr>
<th>Item description</th>
<th>Number administered to</th>
<th>Percent don’t know</th>
<th>Percent blank</th>
<th>Total percent nonresponse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month degree will be awarded at School 1</td>
<td>420</td>
<td>†</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Month degree will be awarded at School 2</td>
<td>130</td>
<td>†</td>
<td>8.7</td>
<td>8.7</td>
</tr>
<tr>
<td>Estimate of GPA1</td>
<td>680</td>
<td>†</td>
<td>7.2</td>
<td>7.6</td>
</tr>
<tr>
<td>Monthly payment on education loans</td>
<td>1,080</td>
<td>†</td>
<td>7.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Parent’s income in 2005</td>
<td>10,580</td>
<td>4.2</td>
<td>0.8</td>
<td>5.0</td>
</tr>
<tr>
<td>Spouse’s total student loan amount</td>
<td>330</td>
<td>†</td>
<td>10.9</td>
<td>10.9</td>
</tr>
<tr>
<td>Spouse’s monthly payment of student loans</td>
<td>320</td>
<td>†</td>
<td>6.1</td>
<td>6.1</td>
</tr>
</tbody>
</table>

† Not applicable.

16 A nonresponse bias analysis for items with 15 percent or more missing data across all data sources is presented in chapter 6.

17 See appendix J for analyses of nonresponse bias among all study respondents.
Chapter 4. Evaluation of Data Quality

Item-level nonresponse rates were examined by mode. All items, except for month degree will be awarded at School 1 and 2 and estimate of GPA, exhibited statistically significant differences in nonresponse rates \( (p < .01) \) between self-administered and interviewer-administered modes. Overall, CATI item nonresponse for these items was higher than for self-administered interviews. Results of the item-level nonresponse analysis by mode are presented in table 39, along with the corresponding \( z \) values. The items that exhibited statistically significant differences between modes all pertained to financial information, including income and loan amounts, so the personal nature of the questions could have contributed to the rate of nonresponse for interviewer-administered cases.

Table 39. Interview item nonresponse, by mode of administration: 2006

<table>
<thead>
<tr>
<th>Item description</th>
<th>Self-administered</th>
<th>Interviewer-administered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Month degree will be awarded at School 1</td>
<td>360</td>
<td>4.5</td>
</tr>
<tr>
<td>Month degree will be awarded at School 2</td>
<td>100</td>
<td>7.4</td>
</tr>
<tr>
<td>Estimate of GPA(^1)</td>
<td>280</td>
<td>8.2</td>
</tr>
<tr>
<td>Monthly payment on education loans</td>
<td>660</td>
<td>5.6</td>
</tr>
<tr>
<td>Parent’s income in 2005</td>
<td>7,110</td>
<td>1.9</td>
</tr>
<tr>
<td>Spouse’s total student loan amount</td>
<td>210</td>
<td>4.3</td>
</tr>
<tr>
<td>Spouse’s monthly payment of student loans</td>
<td>210</td>
<td>0.5</td>
</tr>
</tbody>
</table>

\(^1\)This question was asked of respondents who were not graded on a 4.0 scale.

NOTE: Table includes items that were administered to at least 100 respondents and had nonresponse rates of at least 5 percent.

GPA = Grade point average.


Overall, the help text, conversion text, and item-level nonresponse rates did not show many significant differences between modes of administration. The help text analysis resulted in 3 out of 4 items showing statistically significant differences between modes. This is an expected result: interviewers were trained to use help text, whereas self-administered web respondents may have forgotten it was available. The conversion text analysis only resulted in 6 out of 13 items showing significant differences between modes. The item-level nonresponse analysis resulted in significant mode differences in 4 out of the 7 items. There was only one item, parent’s income in 2005, which contained conversion text and still had a high level of nonresponse. Overall, the rate of nonresponse for the item of parent’s income was 5 percent; furthermore, over 80 percent of this item’s nonresponse rate reflects respondents selecting the don’t know option, which appeared once the conversion text was displayed.

4.5 Question Delivery and Data Entry Error Rates

Monitoring telephone data collection accomplishes a number of goals, all aimed at maintaining a high level of data quality. Regular monitoring in BPS:04/06 helped to meet three important quality objectives: (1) reduction in the number of interviewer errors, (2) improvement in interviewer performance by reinforcement of good interviewing practices, and (3) assessment of the quality of the data being collected.

Specially trained monitors simultaneously listened to and viewed CATI interviews using remote monitoring telephones and computer equipment. This system provided for sampling of
interviewing and interview items during CATI operations. It also allowed monitors to observe live interviews without disturbing the interviewer or respondent. Monitors listened to up to 20 questions during an ongoing interview and, for each question, evaluated two aspects of interviewer performance: (1) correct delivery of questions (error in question delivery) and (2) accurate keying of the response (error in data entry). To ensure that sufficient monitoring occurred for BPS:04/06, monitoring sessions were conducted throughout all of CATI data collection, including day, evening, and weekend shifts.

Daily, weekly, and cumulative question delivery and data entry outcomes were measured and displayed on the Integrated Management System (IMS). During CATI data collection, 9,109 items were monitored. During the initial weeks of data collection, the number of observations was lower because telephone interviews were slow to start. Likewise, monitoring efforts were scaled back during the final weeks of data collection due to lighter caseloads being worked by the telephone interviewers. Among the 9,109 items observed, 31 question delivery errors and 20 data entry errors were observed. Throughout the monitoring period, error rates for each 2-week period remained within acceptable limits, never exceeding 1 percent. Error rates in question delivery and data entry, by 2-week data collection periods, are shown in figure 6 and figure 7. Both presentations provide upper and lower control limits for these measures. The error rate peaks are attributable to the addition of new interviewer staff, who were becoming familiar with the student instrument.

**Figure 6. Question delivery errors, by week: 2006**

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**NOTE:** The upper and lower control limits were defined by 3 times the standard error of the proportion of errors to the number of questions observed for the period (+3 times the standard error for the upper limit; -3 times the standard error for the lower limit). The lower control limit for each week of data collection was 0.0.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

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18 The upper and lower control limits were defined by 3 times the standard error of the proportion of errors to the number of questions observed for the period (+3 times the standard error for the upper limit; -3 times the standard error for the lower limit).

19 The number of student interviews to be completed required a large interviewing staff. There were several training sessions for new interviewers throughout data collection.
4.6 Data Collection Evaluations

4.6.1 Help Desk

As described in chapter 2, a Help Desk was available to assist respondents in completing the student interview. Help Desk staff were trained to answer any calls received from the Help Desk hotline, as well as conduct telephone interviews as needed. Help Desk staff assisted sample members with questions about the web instrument and provided technical assistance to sample members who experienced problems while completing the self-administered web interview. Help Desk agents also responded to voice-mail messages left by respondents when the call center was closed.

To gain a better understanding of the problems encountered by students attempting to complete the interview over the Web, a software program was developed to record each Help Desk incident that occurred during data collection. For each occurrence, Help Desk staff confirmed contact information for the sample member and recorded the type of problem, a description of the problem and resolution, an incident status (pending or resolved), and the approximate time required to assist the caller.

Table 40 provides a summary of Help Desk incidents encountered during BPS:04/06 data collection. Help Desk staff assisted 669 students (4 percent of the sample) with 748 total incidents. The most common type of incident recorded by the Help Desk was sample members that called in to complete the interview (46 percent). Calls from students requesting their Study ID and/or password were the second most common type of Help Desk incident (24 percent). Further, 14 percent of Help Desk incidents involved miscellaneous issues, and 9 percent were
related to browser settings and computer problems. Questions about the study accounted for 5 percent of Help Desk incidents, while “website down” or “unavailable” and “program error” call-in incidents each accounted for 1 percent of Help Desk incidents. Questionnaire content questions and questions about the study each represented fewer than 1 percent of Help Desk incidents.

Table 40. Help Desk requests, by type of incident reported: 2006

<table>
<thead>
<tr>
<th>Type of incident reported</th>
<th>Number of requests</th>
<th>Percent of requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>748</td>
<td>100.0</td>
</tr>
<tr>
<td>Study ID/password</td>
<td>176</td>
<td>23.5</td>
</tr>
<tr>
<td>Browser settings/computer problems</td>
<td>64</td>
<td>8.6</td>
</tr>
<tr>
<td>Called Help Desk to complete the interview</td>
<td>345</td>
<td>46.1</td>
</tr>
<tr>
<td>Website down/unavailable</td>
<td>9</td>
<td>1.2</td>
</tr>
<tr>
<td>Program error call-in</td>
<td>9</td>
<td>1.2</td>
</tr>
<tr>
<td>Questionnaire content</td>
<td>4</td>
<td>0.5</td>
</tr>
<tr>
<td>Questions about the study</td>
<td>36</td>
<td>4.8</td>
</tr>
<tr>
<td>Routing/Skip problems</td>
<td>2</td>
<td>0.3</td>
</tr>
<tr>
<td>Other problems, not classifiable</td>
<td>103</td>
<td>13.8</td>
</tr>
</tbody>
</table>


4.6.2 CATI Quality Circle Meetings

Quality Circle (QC) meetings were vital components for ensuring that project staff, call center supervisory staff, and telephone interviewers were communicating on a regular basis about the goals of the study and addressing challenges encountered along the way. These meetings provided a forum for discussing elements of the CATI instrument, questionnaire design, and interview cooperation tactics; motivating the group toward the goals of the study; and acquiring feedback on data collection issues. Meetings were held biweekly at the Call Center, and an agenda was provided to those in attendance. For interviewing staff unable to attend the meeting, notes were distributed electronically to the Call Center supervisory staff and passed along accordingly. A summary of issues addressed in the meetings is outlined below:

- clarification of questions and item responses;
- BPS eligibility criteria;
- submission of problem sheets;
- the importance of providing detailed case comments;
- data security protocols;
- methods of gaining cooperation from sample members and gatekeepers; and
- general morale boosting and reinforcement of positive interviewing techniques.

Throughout the duration of the study, a variety of issues were addressed at the QC meetings that reinforced specific content from training and contributed to prompt problem solving. Some of the issues covered in QC meetings included the following:
Writing Problem Sheets. Reporting problems when they occur is an important part of telephone interviewing. Interviewers were trained to report problems electronically and to provide specific detail, including but not limited to the problem that occurred, when it occurred, and the specific point in the interview in which it occurred. Problem sheets further delineated how the issue was addressed. Review of problem sheets in QC meetings was a critical means through which staff learned to recognize and manage the different problems they would encounter.

Eligibility Criteria. Because of the considerable complexity of the eligibility criteria, interviewers were reminded to allow eligibility determination to be made by the programmed instrument.

Gaining Cooperation. Discussions focused on the difficulty of gaining a sample member’s trust during the initial phases of the call. Refusal avoidance strategies were revisited during QC meetings and adapted, as needed, for problems specific to the BPS:04/06 full-scale study data collection. For example, obtaining new contact information from parents (for students no longer living at home) was a focal point for many discussions. Interviewers shared tips for overcoming parent concerns and found ways to benefit and learn from each other’s experiences.

Questionnaire. Interviewers were given hard copies of the questionnaire and asked to read and review the questions to identify any items that seemed to be confusing or misleading. During QC meetings, particular problems with question wording and other aspects of the interview were discussed.

Interviewer Debriefings. At the conclusion of the BPS:04/06 full-scale study, project staff held debriefing meetings with the telephone and field interviewers to learn more about the field test experience. Interviewer debriefings focused on what worked well and what could be improved with respect to the following:

- interviewer training sessions;
- tracing strategies;
- refusal conversion;
- interview questions and coding systems that were difficult for the respondents to answer or the interviewers to code; and
- use of incentives and mailouts.

A summary of the telephone and field interviewer debriefing meetings was prepared and will be considered when planning the next BPS follow-up interview in 2009.

4.7 Conclusions

This chapter evaluated the quality of data collected by the BPS:04/06 full study instrument and analyzed the quality control procedures, coding processes, and item-level nonresponse.
Students eligible for BPS:04/06 are the students who were eligible to participate in the NPSAS:04 and who were determined to be FTB students in the 2003–04 academic year. Approximately 81 percent of BPS:04/06 sample members were determined to be eligible for the study, and 80 percent of the eligible students responded to the interview.

Assessment of coding systems by mode was assessed in this chapter. Of the cases subject to quality review by expert coders, 86 percent of industry codes, 83 percent of major codes, and 81 percent of occupation codes coincided with expert coder evaluations. Mode comparisons suggested that the reliability of industry and occupation codes did not vary significantly by interview mode. With major coding, CATI/CAPI produced reliable major codes at a higher rate than the self-administered web interview, suggesting that interview training modules on coding systems were effective.

The help text analysis indicated that, on average, help text was accessed per screen less than 1 percent of the time, and the item with the highest rate of help text access was employer’s primary industry. Conversion text was implemented for 20 items of critical importance for the study. Rates of conversion ranged from 32 to 100 percent. Conversion text was especially effective for enrollment and employment items and least effective for monthly rent and mortgage payments. The item-level nonresponse analysis indicated that out of the 400 items, only 7 yielded a total nonresponse rate greater than 5 percent. The item with the highest rate of nonresponse was spouse’s total student loan amount.

The examination of question delivery and data entry error rates indicates that out of the 9,109 items monitored, 31 question delivery errors and 20 data entry errors were observed. In addition, for each 2-week time period, error rates remained within acceptable limits, never exceeding 1 percent. A total of 748 Help Desk incidents was reported; student calls to complete the interview were the most common incidents.
Chapter 5
Variable Construction and File Development

The data files for the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) contain student-level data collected from student interviews and national databases. These files are available as a set of restricted research files, fully documented by an electronic codebook (ECB), and as a public release Data Analysis System (DAS), which also contains full documentation.\(^{20}\) This chapter describes each file and details the editing and documentation process.

5.1 Overview of the BPS:04/06 Data Files

The primary analysis file, from which the study DAS was constructed, contains data for 18,640 eligible sample members. The primary analysis file contains over 800 variables, developed from multiple sources. Throughout the data collection period, data were processed and examined for quality control purposes. Editing of student data began shortly after the start of self-administered web data collection, when procedures and programs for this purpose were first developed. Anomalous values were investigated and resolved, where appropriate, through the use of data corrections and logical recodes. Interim files were delivered to the National Center for Education Statistics (NCES) for review throughout the data collection period.

The first DAS was adjudicated and approved for public release in June 2007. Complete data for BPS:04/06 are located on the restricted access files and are documented by the ECB. The restricted files and the ECB are available to researchers who have applied for and received authorization from NCES to access restricted research files. Authorization may be obtained by contacting the NCES Data Security Office. The restricted-use BPS:04/06 ECB contains the following files, each linked by the student’s study ID:

- **BPS analysis file.** Contains analytic variables derived from all BPS data sources, as well as selected direct student interview variables.
- **BPS student data file.** Contains student interview data collected from 18,640 eligible sample members, which includes 14,900 interview respondents. Topics include enrollment history, education characteristics, employment, and background.
- **BPS institution analysis file.** Contains student-level analytic variables derived from the BPS:04/06 school data file.
- **BPS institution data file.** Contains institution data obtained from both the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) and BPS:04/06 student interviews for all eligible sample members. It is a student-level file; however, a student can have more than one record in the file. There is a separate record for each postsecondary institution that each student attended between July 2003 and June 2006 (up to nine institutions).

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\(^{20}\) The electronic codebook (ECB) and Data Analysis System (DAS) are both fully documented software products available from the National Center for Education Statistics (NCES). The DAS is available online at [http://nces.ed.gov/das](http://nces.ed.gov/das).
• **BPS coding data file.** Contains major field of study, industry, and occupation strings collected in the BPS student interview, as well as the associated codes.

• **CPS 2003–04 data file.** Contains data received from the Central Processing System (CPS) for the 13,780 eligible sample members who matched to the 2003–04 financial aid application files.

• **CPS 2004–05 data file.** Contains data received from the CPS for the 10,680 eligible sample members who matched to the 2004–05 financial aid application files.

• **CPS 2005–06 data file.** Contains data received from the CPS for the 8,130 eligible sample members who matched to the 2005–06 federal aid application files.

• **CPS 2006–07 data file.** Contains data received from the CPS for the 4,680 eligible sample members who matched to the 2006–07 federal aid application files as of May 2006.

• **NSLDS data file.** Contains raw loan-level data received from the National Student Loan Data System (NSLDS) for the 9,920 eligible sample members who received loans from 2003–04 through 2005–06. This is a history file with separate records for each transaction in the loan files; therefore, there can be multiple records per case spanning several academic years.

• **Pell data file.** Contains raw grant-level data received from the NSLDS for the 8,230 eligible sample members who received Pell grants from 2003–04 through 2006–07. This is a history file with separate records for each transaction in the Pell system; therefore, there can be multiple records per case.

• **ACT data file.** Contains data received from ACT for the 5,940 eligible sample members who matched to the 1997–98 through 2002–03 ACT files.

• **NPSAS analysis file.** Contains the NPSAS:04 analytic variables derived from all data sources, as well as selected direct student interview variables for BPS:04-eligible sample members during the NPSAS year (July 1, 2003–June 30, 2004).

• **NPSAS student base data file.** Contains raw data collected from institutional records and the NPSAS:04 student interview for BPS:04/06-eligible sample members who were base-year study respondents.

• **NPSAS student interview institution data file.** Contains institution data obtained from the NPSAS student interview for BPS:04/06-eligible sample members who were base-year study respondents. It is a student-level file; however, a student can have more than one record in the file. There is a separate record for each postsecondary institution that each student attended during the base year (up to six institutions).

• **NPSAS institution file.** Contains selected institution-level variables for the NPSAS sampled institutions. This file can be linked to the NPSAS:04 student base data file using the institution’s Integrated Postsecondary Education Data System (IPEDS) number.

• **BPS:04/06 weights file.** Contains all of the analysis weights created for BPS:04/06. There is a separate record for each study respondent.
Chapter 5. Variable Construction and File Development

5.2 Data Coding and Editing

The BPS:04/06 student instrument data were coded and edited using procedures developed and implemented for previous NCES-sponsored studies, including the base-year study, NPSAS:04. The coding and editing procedures fell into two categories: (1) consistency checks and online coding performed within the instrument during data collection and (2) post-data collection data editing.

5.2.1 Range/Consistency Checks and Online Coding

Range and Consistency Checks. The web-based student instrument included edit checks to ensure that data collected were within valid ranges. Examples of some of the general online edit checks include the following:

- Range checks were applied to all numerical entries such that only valid numeric responses could be entered.

- A consistency check was triggered when a respondent provided a valid answer and then checked a “none of the above” option. Respondents and interviewers were advised to uncheck other options before checking the “none of the above” option. Conversely, if a respondent selected “none of the above” first and then checked a valid answer, the system unchecked the “none of the above” option automatically.

- Consistency checks were also used for cross-item comparisons. For example, if respondents indicated that they were born in 1989 but graduated from high school in 2004, they were asked to verify this information.

Online Coding. As noted in chapter 2, section 2.2.1, BPS:04/06 had a single data collection system for self-administered web interviews, computer-assisted telephone interviews (CATI), and computer-assisted personal interviews (CAPI): a web-based instrument. The web instrument included online coding systems used for the collection of industry, occupation, certificates, and major field of study data. The instrument also included a coding module used to obtain information for all postsecondary institutions that the student attended since the base-year study.

These online coding systems greatly reduced the coding efforts and the amount of file merging necessary after data collection was over. They allow the data file user to have useful and familiar codes for analysis while ensuring that most codes are assigned during data collection rather than during the data editing phase.

5.2.2 Post-Data Collection Editing

The BPS:04/06 data were edited using procedures developed and implemented for previous studies sponsored by NCES, including the base-year study, NPSAS:04. Following data collection, the information collected in the student instrument was subjected to various quality control checks and examinations. These checks were to confirm that the collected data reflected appropriate skip patterns. Another evaluation examined all variables with missing data and substituted specific values to indicate the reason for the missing data. A variety of explanations
are possible for missing data. Table 41 lists the set of consistency codes used to assist analysts in understanding the nature of missing data associated with BPS:04/06 interview items.

Table 41. Description of missing data codes: 2006

<table>
<thead>
<tr>
<th>Missing data code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>–1</td>
<td>Don't know</td>
</tr>
<tr>
<td>–3</td>
<td>Not applicable</td>
</tr>
<tr>
<td>–6</td>
<td>Out of range</td>
</tr>
<tr>
<td>–8</td>
<td>Item was not reached due to an error</td>
</tr>
<tr>
<td>–9</td>
<td>Data missing¹</td>
</tr>
</tbody>
</table>

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


Skip-pattern relationships in the database were examined by methodically running cross-tabulations between gate items and their associated nested items. In many instances, gate-nest relationships had multiple levels within the instrument. That is, items nested within a gate question may themselves have been gate items for additional items. Therefore, validating the gate-nest relationships often required several iterations and many multiway cross-tabulations to ensure the proper data were captured.

The data cleaning and editing process for the BPS:04/06 data files involved a multistage process that consisted of the following steps:

1. Blank or missing data were replaced with -9 for all variables in the instrument database. A one-way frequency distribution of every variable was reviewed to confirm that no missing or blank values remained. These same one-way frequencies revealed any out-of-range or outlier values, which were investigated and checked for reasonableness against other data values (for example, hourly wages of $0.10 rather than $10.00). Creating SAS formats from expected values and the associated value labels also revealed any categorical outliers.

Descriptive statistics were produced for all continuous variables. All values less than zero were temporarily recoded to missing. Minimum, median, maximum, and mean values were examined to assess reasonableness of responses, and anomalous data patterns were investigated and corrected as necessary.

2. Legitimate skips were identified using instrument source code. Gate-nest relationships were defined to replace -9’s (missing for unknown reason) with -3’s (not applicable) as appropriate. Two-way cross-tabulations between each gate-nest combination were evaluated, and high numbers of nonreplaced -9 codes were investigated to ensure skip-pattern integrity.

Nested values were further quality checked to reveal instances in which the legitimate skip code overwrote valid data. This typically occurred if a respondent answered a gate question and the appropriate nested item(s), but then backed up and changed the value of the gate, following an alternate path of nested item(s). Responses to the first nested item(s) remained in the database and, therefore, required editing.
3. Variable formatting (e.g., formatting dates as YYYYMM) and standardization of time units, for items that collected amount of time in multiple units, were performed during this step. In addition, any new codes assigned by expert coders reviewing IPEDS, industry, occupation, and major codes from the interview (including those strings that were unable to be coded during the interview) were merged back with the interview data files. Also at this step, some logical recodes were performed when the value of missing items could be determined from answers to previous questions or preloaded values. For instance, if a student is not currently repaying education loans, then the monthly payment amount was recoded to $0.

4. One-way frequency distributions for all categorical variables and descriptive statistics for all continuous variables were examined. Out-of-range or outlier values were replaced with the value of -6 (out of range).

5. One-way frequencies on all categorical variables were regenerated and examined. Variables with high counts of -9 values were investigated. Because self-administered web respondents could skip over most items without providing an answer, -9’s did remain a valid value, especially for sensitive items, such as those asking for income information.

Concurrent with the data cleaning process, detailed documentation was developed to describe question text, response options, recoding, and the “applies to” text for each delivered variable. The documentation information can be found in the student instrument facsimile in appendix F.

**Data Perturbation.** To protect the confidentiality of NCES data that contain information about specific individuals, BPS:04/06 data were subject to perturbation procedures to minimize disclosure risk. Perturbation procedures, which have been approved by the NCES Disclosure Review Board, preserve the central tendency estimates but may result in slight increases in nonsampling errors.

BPS:04/06 has multiple sources of data for some variables (CPS, NLSDS, student interview, etc.), and reporting differences can occur in each. Data swapping and other forms of perturbation, implemented to protect respondent confidentiality, can also lead to inconsistencies.

**Statistical Imputations.** All variables in the DAS with missing data were imputed. Imputed data are available on both the DAS and restricted data files. The variables included in the remaining restricted files have not been imputed. The variables were split into six groups, and a consistent imputation methodology was employed for each group. The imputation methodology varied by variable, depending on the relationship between the variable requiring imputation and other variables and the rate and pattern of missing data for the variable requiring imputation. The general imputation methodology is described in Ault et al (2004) and consisted of two steps. The first step, if applicable, was logical or deterministic imputation. That is, if the imputed value could be deduced from the logical relationships with other variables, then that information was used to deterministically impute the value for the recipient. The second step was weighted hot-deck imputation. That is, a relatively homogenous group of observations was
identified, and within this group a random donor’s value was selected to impute a value for the recipient.

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

The imputations were categorized into four possible approaches identified by the level and pattern of missing data. There are two categories for the level of missing data for the variable requiring imputation: less than or equal to 5 percent and greater than 5 percent. There were two categories for the pattern of missing data for the variable requiring imputation: unique and similar to other variables requiring imputation. If the pattern of missing data was unique, then the variable requiring imputation was imputed individually. If the pattern of missing data was similar to other variables requiring imputation, then all of variables requiring imputation and having a similar pattern of missing data are imputed as a vector. Typically, the vector imputation contains variables that are logically related. Figure 8 summarizes the four possible categories for the imputations and how they are implemented.

**Figure 8. Possible approaches for imputation: 2006**

![Diagram showing possible approaches for imputation]

NOTE: WSHD = weighted sequential hot-deck methodology.

All stochastic imputations use the weighted sequential hot-deck (WSHD) methodology (Cox 1980; Iannacchione 1982). In the case where the level of missing data is greater than 5
percent, the stochastic imputations use nonparametric classification trees in conjunction with WSHD.

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

For variables with less than or equal to 5 percent missing data, the imputation classes were formed using variables identified by subject matter experts based on prior knowledge and known relationships among variables. For variables with more than 5 percent missing data, the imputation classes were formed using nonparametric classification trees (Breiman et al 1984; Kass 1980). The nonparametric classification trees form imputation classes based on the observations with valid values for the variable requiring imputation. The nonparametric classification tree splits the cases, which are used to define the imputation classes. The observations with missing values are assigned their imputation class based on the same variables used in the tree splits.

Given the number of variables and the complexity of the relationships among them, it was virtually impossible to identify and eliminate all inconsistencies. The objective was to reduce inconsistencies as much as possible, especially for key analytic variables. The imputation program was designed to impute all missing data as precisely and efficiently as possible, such that the process could be completed within a very short timeframe after the end of data collection and still maintain the desired quality. The aim was to replace missing data with data that were valid in all cases, with only a few relatively minor and unimportant exceptions.

Imputation diagnostics consisted of three checks: overall imputation checks, imputation checks by class variables, and multivariate consistency checks. The imputation checks compared the distributions and sum of the weights and unweighted counts for each level of the imputed variable before and after imputation. Differences greater than 5 percent were flagged and examined to see if changes should be made to the imputation sort of class variables. The imputation checks by class variables evaluated the number of times a given observation was used as a donor, and compared the sum of the weights and unweighted counts for each level of the imputed variable in the defined imputation classes before and after the imputation. Differences of 5 percent or more were flagged for further review. Finally, multivariate consistency checks ensured that relationships between variables were maintained and that any special instructions for the imputation were implemented properly.

In any of the three aforementioned checks, if there was any evidence of substantial deviation from the weighted sums or any identified inconsistencies, the imputation process was
revised and rerun. Some results of the imputation process are provided in appendix G, which presents the percentage missing for each variable subject to imputation, as well as pre- and post-imputation distributions for eight key variables. Appendix G also contains means and percent distributions of the continuous and categorical variables that were imputed. Approximately 30 percent of the variables show statistically significant estimated bias between the pre- and post-imputation means and distributions, but the percent relative biases are small and about half have relative bias less than 5 percent. As will be discussed in chapter 6, imputations were performed for BPS:04/06 unit nonrespondents as well as respondents and take the place of a nonresponse adjustment to the analysis weights.

**Composite and Derived Variable Construction.** Analytic variables were created by examining the data available for each respondent from the various data sources, establishing relative priorities of the data sources—on an item-by-item basis—and reconciling discrepancies within and between sources. In some cases, the derived or composite variables were created by simply assigning a value from the available source of information given the highest priority. In other cases, raw interview items were recoded or otherwise summarized to create a derived variable. A listing of the set of analysis variables derived for BPS:04/06 appears in appendix H. Specific details regarding the creation of each variable appear in the variable descriptions contained in the ECB and DAS.
Chapter 6
Weighting and Variance Estimation

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

6.1 Analysis Weights

The weights for analyzing the BPS:04/06 data were derived from the 2003–04 National Postsecondary Student Aid Study (NPSAS:04) weights, because the BPS:04/06 sample members are a subset of the NPSAS:04 sample. As described in chapter 2, a stratified sample of 500 NPSAS:04 student interview nonrespondents was selected with probabilities proportional to their NPSAS:04 sampling weights. The weights for these cases were adjusted for the subsampling. The distribution of the weights was examined, and it was determined that they would benefit from trimming and smoothing. Weight sums were compared to estimates obtained from NPSAS and also to external estimates of the population that were obtained from the 2003 Integrated Postsecondary Education Data System (IPEDS) file, and the weights were then calibrated to these external totals. Nonresponse adjustments to the weights were not computed, however, because the BPS:04/06 data file contains the entire eligible BPS:04/06 sample (with imputed data for the BPS:04/06 nonrespondents). This section describes the base weight for BPS:04/06, the trimming and smoothing, and the calibration steps. The overall weighted and unweighted response rates are also provided.

6.1.1 Base Weight for BPS:04/06

The 2004 National Postsecondary Student Aid Study (NPSAS:04) Full-scale Methodology Report (Cominole et al. 2006) (hereinafter referred to as NPSAS:04 Full-scale Methodology Report) describes the development of the NPSAS weights. The statistical analysis weights compensated for the unequal probability of selection of institutions and students in the NPSAS:04 sample. The weights also adjusted for multiplicity at the institution and student levels, unknown student eligibility, nonresponse, and poststratification. The institution weight was computed and then used as a component of the student weight. Weights were computed for NPSAS:04 respondents as the product of the following 13 weight components:

1. institution sampling weight (WT1);
2. institution multiplicity adjustment (WT2);
3. institution poststratification adjustment (WT3);
4. institution nonresponse adjustment (WT4);
5. student sampling weight (WT5);
6. student subsampling weight (WT6);
7. first student multiplicity adjustment (WT7);
8. student unknown eligibility adjustment (WT8);
9. student not located adjustment (WT9);
10. student refusal adjustment (WT10);
11. student other nonresponse adjustment (WT11);
12. second student multiplicity adjustment (WT12); and
13. student poststratification adjustment (WT13).

The BPS:04/06 sample contains both NPSAS respondents and nonrespondents. Therefore, the BPS:04/06 base weight was formed as the product of the first eight of these adjustment factors. Specifically, for each student, the BPS:04/06 base weight was computed as

$$W_{BPS0} = WT_1 \times WT_2 \times WT_3 \times WT_4 \times WT_5 \times WT_6 \times WT_7 \times WT_8.$$ 

The subsample of 500 NPSAS:04 student interview nonrespondents was selected with probabilities proportional to the NPSAS:04 student weight. The BPS:04/06 base weight, $W_{BPS0}$, was multiplied by the inverse of this selection probability for the subsampled cases to obtain the weight for cases in the sample.

### 6.1.2 Trimming and Smoothing of BPS:04/06 Weights

The BPS:04/06 sample consisted of 23,090 students. At the conclusion of the BPS:04/06 data collection, 17,700 students were initially determined to be eligible respondents, 4,550 were nonrespondents, and 840 were ineligible. Logistic models were developed to predict which of the nonrespondents were eligible. As a result of this step, 4,480 nonrespondents were classified as eligible. The distribution of the base weight and unequal weighting effect was examined overall and within subgroups, such as institutional sector, for the 22,190 eligible cases. Some students had very large weights, primarily due to the subsample of NPSAS:04 student interview nonrespondents. Because these cases will appear on the BPS:04/06 data file, many with imputed data, the weights were trimmed and smoothed to reduce the variability of the weights and to prevent these records with mostly imputed data from having a large influence on the estimates derived from the survey.

Distributions of the weights were examined within classes formed by the original NPSAS:04 strata. For each of the strata (denoted by $h$), a maximum value for the weights was computed as

$$Max_h = median_h + 3 \times IQR_h,$$
where \( \text{median}_h \) is the median of the weights for the stratum, and \( IQR_h \) is the interquartile range of the weights for the stratum. Weight values greater than this cutoff were trimmed to this value. Very small strata (fewer than 30 cases) and strata with low unequal weighting effects were examined to determine whether trimming was needed and whether this gave a reasonable value. After this trimming and smoothing step, the weights for many NPSAS:04 nonrespondents (who had very large weights due to the subsampling) were trimmed to smaller values. The trimmed weights were adjusted so that they summed to the weights prior to trimming within each of the classes.

Table 42 provides the minimum, median, and maximum weights before and after the trimming and smoothing step. The trimming and smoothing reduced the design effect\(^2\) from 4.09 to 1.73 caused by unequal weighting.

Table 42. Distribution of BPS:04/06 base weights and trimmed and smoothed weights: 2006

<table>
<thead>
<tr>
<th>Weight distribution</th>
<th>Base weight, adjusted for subsampling</th>
<th>Trimmed and smoothed weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>0.75</td>
<td>0.75</td>
</tr>
<tr>
<td>Median</td>
<td>86.40</td>
<td>113.60</td>
</tr>
<tr>
<td>Maximum</td>
<td>2,676.54</td>
<td>2,048.44</td>
</tr>
<tr>
<td>Unequal weighting effects</td>
<td>4.09</td>
<td>1.73</td>
</tr>
</tbody>
</table>


6.1.3 Calibration of the BPS:04/06 Weights

Additional cases were determined to be ineligible after comparing the BPS:04/06 sample members with the National Student Clearinghouse data, resulting in 18,640 eligible sample members. A more detailed discussion of this process is provided in chapter 4. The weight sums for these eligible cases were compared to the NPSAS:04 weight sums and to counts obtained from IPEDS:03 (for categories of students where there is a match of definitions between BPS:04/06 and IPEDS:03).

As noted in section 6.1.2, the BPS:04/06 base weight was derived from the NPSAS:04 weight components and did not include the adjustments for nonresponse and poststratification that were applied to obtain the NPSAS:04 student analysis weight. Most of the BPS:04/06 eligible sample members were classified as NPSAS:04 respondents and have a NPSAS:04 weight; therefore, the trimmed and smoothed weights from section 6.1.2 were adjusted to the sums of the NPSAS:04 weights (for the set of BPS:04/06 students who were NPSAS:04 respondents) within the set of classes used for the NPSAS:04 poststratification, and resulted in the NPSAS:04-adjusted weight variable BPSW_NP. Control totals were derived from the sums of the NPSAS:04 weight for the following:

\(^2\) The design effect is the ratio of the variance under the sample design divided by the variance under a simple random sample. The design effect has components due to unequal weighting (caused by unequal probabilities of selection and weight adjustments for nonresponse and undercoverage), clustering, and stratification.
• amount of Stafford loans awarded by institution type;
• amount of Pell grants awarded by institution type;
• nonfall undergraduate enrollment by institution type;
• fall enrollment by institution type; and
• fall enrollment by student type.

Table 43 presents the variables used for adjusting the trimmed and smoothed BPS:04/06 weights to NPSAS:04 weight sums and the average weight adjustment factors by these variables. The overall weight adjustment factors for the adjustment to the NPSAS:04 weight sums have the following characteristics:
• minimum: 0.31;
• median: 1.27; and
• maximum: 2.44.

Table 43. Weight adjustment factors for BPS:04/06 trimmed and smoothed weights to NPSAS:04 weight sums, by institution type: 2004

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Amount of Stafford loans awarded</th>
<th>Amount of Pell grants awarded</th>
<th>Nonfall enrollment</th>
<th>Fall enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public less-than-2-year</td>
<td>0.69</td>
<td>0.62</td>
<td>0.89</td>
<td>0.94</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>1.61</td>
<td>1.35</td>
<td>1.87</td>
<td>1.81</td>
</tr>
<tr>
<td>Public 4-year non-doctorate-granting</td>
<td>1.11</td>
<td>1.04</td>
<td>1.19</td>
<td>1.18</td>
</tr>
<tr>
<td>Public 4-year doctorate-granting</td>
<td>1.06</td>
<td>0.99</td>
<td>1.14</td>
<td>1.11</td>
</tr>
<tr>
<td>Private not-for-profit less-than-4-year</td>
<td>1.33</td>
<td>0.92</td>
<td>1.11</td>
<td>1.16</td>
</tr>
<tr>
<td>Private not-for-profit 4-year non-doctorate-granting</td>
<td>1.28</td>
<td>1.17</td>
<td>1.32</td>
<td>1.26</td>
</tr>
<tr>
<td>Private not-for-profit 4-year doctorate-granting</td>
<td>0.92</td>
<td>0.83</td>
<td>1.01</td>
<td>1.00</td>
</tr>
<tr>
<td>Private for-profit less-than-2-year</td>
<td>1.39</td>
<td>1.18</td>
<td>1.37</td>
<td>1.21</td>
</tr>
<tr>
<td>Private for-profit 2-year-or-more</td>
<td>1.70</td>
<td>1.67</td>
<td>1.55</td>
<td>1.35</td>
</tr>
</tbody>
</table>

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

The weight sums resulting from this adjustment were compared to estimates from IPEDS:03, and a second calibration was made to adjust the weights for the 15,380 BPS:04/06 sample students who were identified as freshmen in fall 2003. These totals from IPEDS:03 were used in the calibration to IPEDS:03 counts:
• fall 2003 freshmen enrollment by institution type;
• fall 2003 full-time freshmen enrollment by institution type;
• number of federal grants for fall 2003 full-time freshmen by institution type;
• number of loans for fall 2003 full-time freshmen by institution type;
• amount of federal grants for fall 2003 full-time freshmen by institution type; and
• amount of loans for fall 2003 full-time freshmen by institution type.
Table 44 gives the average weight adjustments for each of these variables. The overall weight adjustment factors for the adjustment to IPEDS:03 weight sums have the following characteristics:

- minimum: 0.10;
- median: 1.03; and
- maximum: 6.23.

Table 44. Weight adjustment factors for adjustment of BPS:04/06 weights to fall 2003 IPEDS totals, by institution type: 2006

<table>
<thead>
<tr>
<th>Model predictor variables</th>
<th>Public less-than-2-year</th>
<th>Public 2-year</th>
<th>Public 4-year non-doctorate-granting</th>
<th>Public 4-year doctorate-granting</th>
<th>Private not-for-profit less-than-4-year</th>
<th>Private not-for-profit 4-year non-doctorate-granting</th>
<th>Private not-for-profit 4-year doctorate-granting</th>
<th>Private for-profit less-than-2-year</th>
<th>Private for-profit 2-year-or-more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fall freshmen enrollment</td>
<td>2.86</td>
<td>0.79</td>
<td>1.10</td>
<td>1.04</td>
<td>2.36</td>
<td>1.25</td>
<td>1.00</td>
<td>3.54</td>
<td>1.96</td>
</tr>
<tr>
<td>Fall full-time freshmen enrollment</td>
<td>2.62</td>
<td>0.71</td>
<td>1.08</td>
<td>1.05</td>
<td>2.28</td>
<td>1.26</td>
<td>1.01</td>
<td>3.51</td>
<td>1.91</td>
</tr>
<tr>
<td>Fall full-time freshmen receiving federal grants</td>
<td>3.37</td>
<td>0.81</td>
<td>1.27</td>
<td>1.16</td>
<td>2.85</td>
<td>1.48</td>
<td>1.20</td>
<td>4.26</td>
<td>2.04</td>
</tr>
<tr>
<td>Fall full-time freshmen receiving loans</td>
<td>2.49</td>
<td>0.61</td>
<td>1.08</td>
<td>1.12</td>
<td>2.01</td>
<td>1.22</td>
<td>1.04</td>
<td>3.59</td>
<td>2.04</td>
</tr>
<tr>
<td>Amount of federal grants for fall full-time freshmen</td>
<td>3.37</td>
<td>0.81</td>
<td>1.27</td>
<td>1.16</td>
<td>2.85</td>
<td>1.48</td>
<td>1.20</td>
<td>4.26</td>
<td>2.04</td>
</tr>
<tr>
<td>Amount of loans for fall full-time freshmen</td>
<td>2.49</td>
<td>0.61</td>
<td>1.08</td>
<td>1.12</td>
<td>2.01</td>
<td>1.22</td>
<td>1.04</td>
<td>3.59</td>
<td>2.04</td>
</tr>
</tbody>
</table>


The BPS:04/06 analysis weight, BPS06_WT, is equal to the IPEDS-calibrated weight (BPSW_IP) for the eligible sample members who were enrolled in fall 2003, and is equal to the NPSAS:04-calibrated weight (BPSW_NP) for the students who were not enrolled in fall 2003.

All poststratification and calibration adjustments were computed using RTI’s generalized exponential models (GEM; Folsom and Singh 2000), which are similar to logistic models using bounds for adjustment factors and bounds on variance inflation. The GEM approach is a general version of weighting adjustments based on Deville and Särndal’s logit model (1992).

As discussed earlier, no further adjustment was made for nonresponse to the BPS:04/06 interview because all of the eligible BPS:04/06 respondents and BPS:04/06 nonrespondents predicted to be eligible will appear on the data file, with imputed data for the nonrespondents. In BPS:04/06 unit nonresponse is handled through imputation, rather than weight adjustments.

Table 45 summarizes the student weight distribution and the variance inflation due to unequal weighting effects (UWE) by type of institution for the BPS:04/06 analysis weight. The median student weight ranges from 51.4 for students in public less-than-2-year institutions to 216.5 for students in public 4-year doctorate-granting institutions. The mean student weight ranges from 88.9 for students in public less-than-2-year institutions to 264.2 for students in private for-profit 2-year-or-more institutions. The unequal weighting effect is 1.95 overall and
ranges from 1.3 for students in private not-for-profit less-than-4-year institutions to 2.61 for students in public less-than-2-year institutions.

Table 46 gives the control totals obtained from IPEDS:03 and the estimates using the final calibrated weight (BPS06_WT).

### 6.1.4 Overall Weighted and Unweighted Response Rates

The overall BPS:04/06 response rate is an estimate of the proportion of the study population directly represented by the study respondents. Because the BPS:04/06 study includes a subsample of NPSAS:04 nonrespondents, the overall study response rate is the product of the NPSAS:04 institution-level response rate times the BPS:04/06 student-level response rate. Therefore, the overall BPS:04/06 response rates can only be estimated directly for defined institutional characteristics.

Both weighted and unweighted overall study response rates are shown in table 47, along with their institution and student response rate components. The institution-level response rates shown in this table are the percentage of institutions that provided sufficient data to select the NPSAS:04 student-level sample; these rates were obtained from the NPSAS:04 Full-scale Methodology Report. Only the weighted response rates can be interpreted as estimates of the proportion of the BPS:04/06 population that is directly represented by the study respondents. Table 47 shows that the student response rate is 77 percent and that approximately 62 percent of the BPS:04/06 population is represented by the respondents. The rate of population coverage appears to vary by type of institution; the rate is higher for public institutions than for private institutions. See section 6.3.2 for a discussion of the results of the student and item-level nonresponse bias analyses.

Each weighted student response rate was calculated as the weighted number of respondents divided by the weighted number of eligible students. The weight used in these calculations was the calibrated BPS:04/06 weight (BPS06_WT), which is defined for all of the eligible BPS:04/06 sample members. Each overall study response rate was calculated as the product of the NPSAS:04 institutional response rate times the student response rate.
### Table 45. Student weight distribution and unequal weighting effects (UWEs) for BPS:04/06 analysis weight (BPS06_WT), by institution type: 2006

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Number of cases</th>
<th>Minimum</th>
<th>First quartile</th>
<th>Median</th>
<th>Third quartile</th>
<th>Maximum</th>
<th>Mean</th>
<th>UWE ¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>18,640</td>
<td>1.0</td>
<td>90.6</td>
<td>155.3</td>
<td>250.3</td>
<td>4236.5</td>
<td>205.6</td>
<td>1.95</td>
</tr>
<tr>
<td>Public less-than-2-year</td>
<td>550</td>
<td>3.0</td>
<td>26.7</td>
<td>51.4</td>
<td>94.5</td>
<td>803.3</td>
<td>88.9</td>
<td>2.61</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>6,350</td>
<td>2.0</td>
<td>112.4</td>
<td>181.8</td>
<td>293.3</td>
<td>4109.3</td>
<td>258.8</td>
<td>1.98</td>
</tr>
<tr>
<td>Public 4-year non-doctorate-granting</td>
<td>1,630</td>
<td>1.0</td>
<td>114.4</td>
<td>200.4</td>
<td>293.8</td>
<td>1074.8</td>
<td>220.8</td>
<td>1.48</td>
</tr>
<tr>
<td>Public 4-year doctorate-granting</td>
<td>3,150</td>
<td>1.9</td>
<td>123.7</td>
<td>216.5</td>
<td>261.6</td>
<td>942.4</td>
<td>204.0</td>
<td>1.30</td>
</tr>
<tr>
<td>Private not-for-profit less-than-4-year</td>
<td>530</td>
<td>1.1</td>
<td>30.8</td>
<td>58.8</td>
<td>93.2</td>
<td>1137.5</td>
<td>75.8</td>
<td>2.17</td>
</tr>
<tr>
<td>Private not-for-profit 4-year non-doctorate-granting</td>
<td>2,130</td>
<td>1.3</td>
<td>75.9</td>
<td>135.2</td>
<td>190.8</td>
<td>1456.6</td>
<td>152.8</td>
<td>1.70</td>
</tr>
<tr>
<td>Private not-for-profit 4-year doctorate-granting</td>
<td>1,690</td>
<td>1.1</td>
<td>73.5</td>
<td>111.3</td>
<td>145.0</td>
<td>778.6</td>
<td>118.4</td>
<td>1.40</td>
</tr>
<tr>
<td>Private for-profit less-than-2-year</td>
<td>1,460</td>
<td>2.3</td>
<td>73.1</td>
<td>136.2</td>
<td>237.6</td>
<td>1638.9</td>
<td>183.1</td>
<td>1.88</td>
</tr>
<tr>
<td>Private for-profit 2-year-or-more</td>
<td>1,160</td>
<td>3.8</td>
<td>108.4</td>
<td>188.9</td>
<td>331.4</td>
<td>4236.5</td>
<td>264.2</td>
<td>2.18</td>
</tr>
</tbody>
</table>

¹UWE calculated as $\frac{n S(Wt)^2}{(S Wt)^2}$.

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


### Table 46. Weighted sums after adjustments, by institution type: 2006

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Total students</th>
<th>Fall 2003 freshmen</th>
<th>Fall 2003 full-time freshmen</th>
<th>Number of federal grants</th>
<th>Federal grant total dollars (in millions)</th>
<th>Number of loans</th>
<th>Loans total dollars (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3,832,680</td>
<td>2,998,160</td>
<td>2,440,460</td>
<td>1,041,050</td>
<td>$3,050.07</td>
<td>1,135,330</td>
<td>$4,813.72</td>
</tr>
<tr>
<td>Public, less-than-2-year</td>
<td>48,640</td>
<td>43,580</td>
<td>26,070</td>
<td>18,750</td>
<td>45.84</td>
<td>6,860</td>
<td>31.20</td>
</tr>
<tr>
<td>Public, 2-year</td>
<td>1,642,180</td>
<td>1,045,060</td>
<td>631,050</td>
<td>245,140</td>
<td>669.72</td>
<td>106,740</td>
<td>288.93</td>
</tr>
<tr>
<td>Public, 4-year non-doctorate-granting</td>
<td>359,390</td>
<td>323,030</td>
<td>295,040</td>
<td>104,860</td>
<td>314.44</td>
<td>131,330</td>
<td>457.97</td>
</tr>
<tr>
<td>Public, 4-year doctorate-granting</td>
<td>643,360</td>
<td>610,190</td>
<td>588,970</td>
<td>152,950</td>
<td>462.64</td>
<td>259,420</td>
<td>960.25</td>
</tr>
<tr>
<td>Private, not-for-profit, 2-year-or-less</td>
<td>40,420</td>
<td>36,850</td>
<td>32,490</td>
<td>24,490</td>
<td>79.27</td>
<td>14,080</td>
<td>63.88</td>
</tr>
<tr>
<td>Private, not-for-profit, 4-year non-doctorate-granting</td>
<td>325,390</td>
<td>297,940</td>
<td>283,270</td>
<td>101,210</td>
<td>316.01</td>
<td>174,690</td>
<td>782.23</td>
</tr>
<tr>
<td>Private, not-for-profit, 4-year doctorate-granting</td>
<td>199,890</td>
<td>192,610</td>
<td>187,560</td>
<td>42,730</td>
<td>157.83</td>
<td>99,500</td>
<td>506.22</td>
</tr>
<tr>
<td>Private, for-profit, less-than-2-year</td>
<td>267,490</td>
<td>222,070</td>
<td>197,580</td>
<td>193,760</td>
<td>570.34</td>
<td>156,730</td>
<td>671.24</td>
</tr>
<tr>
<td>Private, for-profit, 2-year-or-more</td>
<td>305,920</td>
<td>226,840</td>
<td>198,420</td>
<td>157,170</td>
<td>433.97</td>
<td>185,990</td>
<td>1,051.78</td>
</tr>
</tbody>
</table>

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

Table 47. Overall BPS:04/06 study response rates, by institution type: 2006

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Eligible institutions</th>
<th></th>
<th></th>
<th>Eligible students</th>
<th></th>
<th></th>
<th>Overall response rate(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of respondents</td>
<td>Response rate</td>
<td></td>
<td>Number of respondents</td>
<td>Response rate</td>
<td></td>
<td>Number of respondents</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Unweighted</td>
<td>Weighted</td>
<td>Total</td>
<td>Unweighted</td>
<td>Weighted(^3)</td>
<td>Unweighted</td>
</tr>
<tr>
<td>Total</td>
<td>1,670</td>
<td>1,630</td>
<td>83.5</td>
<td>80.0</td>
<td>18,640</td>
<td>14,900</td>
<td>79.9</td>
</tr>
<tr>
<td>Public, less-than-2-year</td>
<td>70</td>
<td>60</td>
<td>76.6</td>
<td>74.3</td>
<td>550</td>
<td>420</td>
<td>77.5</td>
</tr>
<tr>
<td>Public, 2-year</td>
<td>380</td>
<td>380</td>
<td>85.4</td>
<td>77.6</td>
<td>6,350</td>
<td>4,830</td>
<td>76.2</td>
</tr>
<tr>
<td>Public, 4-year non-doctorate-granting</td>
<td>130</td>
<td>130</td>
<td>85.1</td>
<td>70.3</td>
<td>1,630</td>
<td>1,350</td>
<td>82.8</td>
</tr>
<tr>
<td>Public, 4-year doctorate-granting</td>
<td>230</td>
<td>230</td>
<td>86.3</td>
<td>87.1</td>
<td>3,150</td>
<td>2,720</td>
<td>86.4</td>
</tr>
<tr>
<td>Private not-for-profit less-than-4-year</td>
<td>70</td>
<td>70</td>
<td>89.0</td>
<td>92.6</td>
<td>530</td>
<td>400</td>
<td>75.6</td>
</tr>
<tr>
<td>Private not-for-profit 4-year non-doctorate-granting</td>
<td>280</td>
<td>270</td>
<td>81.9</td>
<td>78.1</td>
<td>2,130</td>
<td>1,870</td>
<td>87.7</td>
</tr>
<tr>
<td>Private, not-for-profit, 4-year doctorate-granting</td>
<td>220</td>
<td>220</td>
<td>77.7</td>
<td>80.8</td>
<td>1,690</td>
<td>1,480</td>
<td>87.7</td>
</tr>
<tr>
<td>Private for-profit, less-than-2-year</td>
<td>170</td>
<td>160</td>
<td>84.0</td>
<td>82.3</td>
<td>1,460</td>
<td>1,000</td>
<td>68.7</td>
</tr>
<tr>
<td>Private for-profit 2-year-or-more</td>
<td>110</td>
<td>110</td>
<td>84.4</td>
<td>88.2</td>
<td>1,160</td>
<td>820</td>
<td>70.5</td>
</tr>
</tbody>
</table>

\(^1\)For more information regarding 2003–04 National Postsecondary Student Aid Study (NPSAS:04) institutional sampling details, please refer to table 8 in the NPSAS:04 Full-scale Methodology Report (Cominole et al. 2006). For information regarding institution-level nonresponse bias, refer to tables K-1 through K-15 in appendix K of the NPSAS:04 Full-Scale Methodology Report (Cominole et al. 2006).

\(^2\)Calculated as the product of the institutional response rate times the student response rate.

\(^3\)See appendix J, tables J-1 through J-10 for the student-level nonresponse bias analyses.

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

6.2 Variance Estimation

For probability-based sample surveys, most estimates are nonlinear statistics. For example, a mean or proportion, which is expressed as $\Sigma wy/\Sigma w$, is nonlinear because the denominator is a survey estimate of the (unknown) population total. In this situation, the variances of the estimates cannot be expressed in closed form. Two procedures for estimating variances of survey statistics are the Taylor series linearization procedure and the bootstrap replication procedure, which are both available on the BPS:04/06 data files. The analysis strata and replicates created for the Taylor series procedure are discussed in section 6.2.1, and section 6.2.2 discusses the replicate weights created for the bootstrap procedure.

6.2.1 Taylor Series

The Taylor series variance estimation procedure is a well-known technique used to estimate the variances of nonlinear statistics. The procedure takes the first-order Taylor series approximation of the nonlinear statistic and then substitutes the linear representation into the appropriate variance formula based on the sample design. Woodruff (1971) presented the mathematical formulation of this procedure.

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

The variance estimation formulas require at least two PSUs in each stratum. The NPSAS:04 variance estimation strata and PSUs were examined for the BPS:04/06 sample, and strata with only one PSU were combined with other strata to obtain at least two PSUs. The rules used were the following: variance estimation strata were combined with other variance estimation strata within the original NPSAS:04 sampling strata, certainty schools were combined with other certainty schools, and noncertainty schools were combined with other noncertainty schools. In addition, the original sort order that was used for constructing the NPSAS:04 variance estimation strata and PSUs was used. An ANALSTR was combined with the next ANALSTR in the sorted list. If the stratum was the first in the sorted list, then it was combined with the next stratum in the list. The single PSU then became an additional PSU in the new variance estimation strata. The resulting variance estimation strata and PSUs for BPS:04/06 are the variables BPS06STR and BPS06PSU.

The procedure described above may overestimate the variance because it does not always account for the finite population correction (FPC) at the institution stage of sampling. An alternate variance estimation method using replicate weights is also provided for users of the BPS:04/06 data, as described below.
6.2.2 Bootstrap Replicate Weights

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

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

Commonly applied bootstrap variance estimation techniques satisfy requirements 1 through 5. To meet requirements 6 and 7 as well, a methodology developed by Kaufman (2004) was applied, allowing for finite population correction factors at two stages of sampling. The application of Kaufman’s method, used for both NPSAS:04 and BPS:04/06, incorporated the finite population correction factor at the first stage only, where sampling fractions were generally high. At the second stage, where the sampling fractions were generally low, the finite population correction factor was set to 1.00.

The Kaufman methodology was used to develop a vector of bootstrap sample weights that was added to the analysis file. These weights are zero for units not selected in a particular bootstrap sample; weights for other units are inflated for the bootstrap subsampling. The initial analytic weights for the complete sample are also included for the purposes of computing the desired estimates. The vector of replicate weights allows for computing additional estimates for the sole purpose of estimating a variance. Assuming $B$ sets of replicate weights, the variance of any estimate, $\hat{\theta}$, can be estimated by replicating the estimation procedure for each replicate and computing a simple variance of the replicate estimates, as follows:

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

where $\hat{\theta}_b^*$ is the estimate based on the $b$-th replicate weight (where $b = 1$ to the number of replicates) and $B$ is the total number of sets of replicate weights. Once the replicate weights are provided, this estimate can be produced by most survey software packages (e.g., SUDAAN [RTI International 2004] computes this estimate by invoking the DESIGN=BRR option).
The number of replicate weights was set at 200 based on work that showed that this number of replicates has desirable properties for variance estimation in regression analyses. For the 200 replicate weights included on the weights file (WTA001–WTA200), the calibration process (i.e., calibration to NPSAS:04 weight sums and calibration to IPEDS:03 totals) was repeated so that the variance of survey estimates would include the variability due to the weights adjustment.

6.3 Accuracy of Estimates

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

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

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

In this section sampling errors and design effects for some BPS:04/06 estimates are presented for a variety of domains. Next, the results of analyses comparing BPS:04/06 nonrespondents and respondents using characteristics known for both nonrespondents and respondents are presented. An analysis of nonresponse bias is presented at both the student level and the item level.

6.3.1 Measures of Precision: Standard Errors and Design Effects

The survey design effect for a statistic is defined as the ratio of the design-based variance estimate divided by the variance estimate that would have been obtained from a simple random sample of the same size. The design effect is often used to measure the effects that sample design features have on the precision of survey estimates. For example, stratification tends to decrease the variance, but multistage sampling and unequal sampling rates usually increase the variance. Weight adjustments for nonresponse (performed to reduce nonresponse bias) and poststratification often increase the variance because they can increase the weight variation. Because of these factors, estimates from most complex multistage sampling designs such as
BPS:04/06 have design effects greater than one. That is, the design-based variance is larger than the simple random sample variance.

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

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

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

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

In appendix I, design effect estimates are presented for important survey domains to summarize the effects of stratification, multistage sampling, unequal probabilities of selection, and the weight adjustments. These design effects were estimated using SUDAAN and the bootstrap variance estimation procedure described in section 6.2.2. If an analysis of BPS:04/06 data must be performed without using one of the software packages for analysis of complex survey data, the design effect tables in appendix I can be used to make approximate adjustments to the standard errors of survey statistics computed using the standard software packages that assume simple random sampling designs. For example, in an analysis using the BPS dataset on students in public less-than-2-year institutions, the standard error using the simple random sample formulas is estimated to be 1.50. Table I-12 in appendix I gives a median design effect of 1.80 for students in public less-than-2-year universities. An estimate of the standard error, adjusting for the BPS sample design, is 1.50 \times 1.80 = 2.70.

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

### 6.3.2 Measure of Bias

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

\[
B(\bar{y}_R) = \bar{y}_R - \pi
\]
The estimated mean based on nonrespondents, \( \bar{y}_{NR} \), can be computed if data for the particular variable are available for most of the nonrespondents. The true target parameter, \( \pi \), can be estimated for these variables as follows:

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

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

\[
\hat{B} (\bar{y}_R) = \bar{y}_R - \hat{\pi},
\]

or equivalently

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

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

Nonresponse bias analysis was conducted when the response rate at any level (institutions, students, items) was below 85 percent.\(^\text{22}\) Institution nonresponse bias was performed as a part of NPSAS:04 and is described in the NPSAS:04 Full-scale Methodology Report (Cominole et al. 2006). A student nonresponse bias analysis and an item nonresponse bias analysis were performed for BPS:04/06.

**Unit Nonresponse Bias Analysis and Relative Bias.** A student respondent was defined as any sample member who was determined to be eligible for the study and had valid data for a selected set of key analytic variables. As noted earlier in this chapter, the BPS:04/06 analysis file contains all of the eligible sample members; nonrespondents to the BPS:04/06 interview appear on the analysis file with imputed data.

Of the 18,640 eligible sample students 14,900 responded. Approximately 10 percent of the completed interviews were either abbreviated or partial interviews. This gives an unweighted response rate of 80 percent, and a weighted response rate of 77 percent. Since these rates are less than 85 percent, a nonresponse bias analysis was conducted. The nonresponse bias was estimated for variables known for both respondents and nonrespondents. Some of these variables were known for all sample members, and the remaining were only known for federally aided students. These variables are listed below:

For all sample members:

- type of institution;
- region;
- institution total enrollment;

---

\(^{22}\) See National Center for Education Statistics (NCES) statistical standards for a discussion of nonresponse bias analysis (U.S. Department of Education 2003).
• CPS match (yes/no);
• Pell grant recipient (yes/no); and
• Stafford loan recipient (yes/no).

For federally aided students:
• Pell grant amount and
• Stafford loan amount.

The nonresponse bias was estimated for the above variables and tested to determine if the bias was significant at the 5 percent level. The tests are reported to be statistically significant if the \( p \) value is less than \( 0.05/(k - 1) \), where \( k \) is the number of levels of the variable, which adjusts the \( p \) value for multiple comparisons. Results are given in table J-1 in appendix J for all institutions combined and in tables J-2 through J-10 by type of institution. The bias was significant for almost half of the categories. However, the relative bias was generally very small: for 7 of the 18 significant variables, the relative bias was less than 5 percent; for another 5, the relative bias was less than 10 percent.

This analysis of bias due to student nonresponse examines the difference between respondents and nonrespondents; however, a separate weight adjustment for unit nonresponse was not made because the data file contains both respondents and nonrespondents with imputed data. Including the nonrespondents in the data file and analyses reduces biases due to unit nonresponse. Tables J-2 through J-10 present the bias analyses separately for each of the institutional strata.

**Item Nonresponse Bias Analysis.** When item response rates were less than 85 percent, a nonresponse bias analysis was conducted. This analysis was conducted on the data items collected in the BPS:04/06 interview based on those sample members who responded to the interview. As shown in the equation below, item response rates \( (RRI) \) are calculated as the ratio of the number of respondents for whom an in-scope response was obtained \( (I^x) \) for item \( x \) to the number of respondents who are asked to answer that item. The number asked to answer an item is the number of unit-level respondents \( (I) \) minus the number of respondents with a valid skip for item \( x \) \( (V^x) \). When an abbreviated questionnaire is used to convert refusals, the eliminated questions are treated as item nonresponse (U.S. Department of Education 2003).

\[
RRI^x = \frac{I^x}{I - V^x}
\]

Item response rates were computed using nonimputed data. Valid skips were later logically imputed to the follow-up items after the gate question was imputed. Table J-11 in appendix J lists the 116 variables from the BPS:04/06 interview that have weighted item response rates less than 85 percent, along with the number of cases who were eligible to answer the item.

A nonresponse bias analysis was conducted for all items with a weighted response rate less than 85 percent for all students who responded to the BPS:04/06 interview. The possibility of estimating the degree of bias depends on having some variables that reflect key characteristics
of respondents and for which there is little or no missing data. The variables that were used (from the bulleted list above) are known for all BPS interview respondents and include type of institution, region, institution total enrollment, CPS match (yes or no), Pell grant recipient (yes or no), and Stafford loan recipient (yes or no). For federally aided students, the variables Pell grant amount and Stafford loan amount (also known for all BPS interview respondents) were also used. These variables are important to the study and are related to many of the items being analyzed for low item response rates. For the items listed above with a weighted response rate less than 85 percent, the nonresponse bias prior to imputation was estimated for each of these characteristics that are known for respondents.

Table J-12 in appendix J illustrates the estimated bias (prior to item imputation) for all students who responded to the BPS:04/06 interview for one variable, KCGPAEST–Estimate of GPA. Similar computations were done for all of the variables listed in table J-11 that have item response rates of less than 85 percent. Table J-13 summarizes these computations.

To view the complete set of estimated bias tables see http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008184. The percentage of variable categories with statistically significant bias across all items analyzed prior to imputation displayed in this table ranges from 5 percent to 54 percent. A byproduct of the imputation (described in section 5.2.2) is the reduction or elimination of item-level nonresponse bias. Imputation reduces or eliminates nonresponse bias by replacing missing data with statistically plausible values. Missing data and the associated nonresponse bias for variables are usually not ignorable (i.e., the respondents’ distribution patterns differ from those in the full population). Therefore, replacing missing data with reasonable values produces imputed sample distributions that resemble full population distributions, thus reducing if not eliminating nonresponse bias. The use of carefully constructed imputation classes, donor-imputee matching criteria, and random hot-deck searches within imputation cells are all designed to ensure that imputed data are possible values and that the nonresponse bias is ignorable within the imputation classes.

Item imputation was used to fill in missing item data for BPS:04/06 interview respondents and nonrespondents, as described in chapter 5. Item imputation was used instead of an adjustment for unit nonresponse to the sampling weights. Items imputed included questionnaire items and derived variables; the imputation process is described in chapter 5, and the variables imputed are listed in appendix G. Appendix G also presents the percentage of variables that were imputed and analyses that compare pre- and post-imputation means and distributions. The tables in appendix G include all students who were determined to be eligible for the BPS:04/06 interview (respondents as well as nonrespondents), and are subset to those students eligible to answer each of the items.

The nonresponse bias was estimated before and after imputation to evaluate how well the imputations reduced nonresponse bias (see tables G-3 and G-4 for continuous and categorical variables, respectively). Tables G-3 and G-4 present an evaluation of the item nonresponse bias for each individual item based on the number of BPS:04/06 sample members (both respondents and nonrespondents) who were eligible to receive that item. This is in contrast to tables J-11, J-12, and J-13, which present the item-level nonresponse bias analysis after imputation and include only the BPS interview respondents. For continuous variables (table G-3), the estimated
bias equals the mean before imputation minus the mean after imputation. For categorical variables (table G-4), the estimated bias was computed for each category as the percentage of students in that category before imputation minus the percentage of students in that category after imputation. Tables G-3 and G-4 also present the percent relative bias, computed as $100 \times \frac{\text{before imputation mean} - \text{after imputation mean}}{\text{after mean}}$. The bias and the relative bias are generally very small. The estimated bias was also tested (adjusting for multiple comparisons) to determine if the bias was significant at the 5 percent level. A categorical variable was deemed to be significantly biased if any of the categories was significantly biased. As shown in tables in appendix G, about 30 percent of the items show statistically significant estimated bias between the pre- and post-imputation means or distributions, but the percent relative bias is small (less than 5 percent) for about half of these items. Because the overall sample size is fairly large, a large number of estimated biases are statistically significant. However, since the actual percent relative bias is small, the bias is generally small and not practically significant.
References


National Education Statistics Act of 1994, §§ 404(a), 408(a), and 408(b), 20 U.S.C. 9001 et seq. (2002).


Appendix A

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

\[ r = 1, 2, ..., 58 \] indexes the institutional strata, and

\[ s = 1, 2, ..., 11 \] indexes the student/faculty strata.

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

Further define the following notation:

\[ j = 1, 2, ..., J(r) \] indexes the institutions that belong to institutional stratum \( r \),

\[ M_{rs}(j) = \text{number of students and faculty during the NPSAS year who belong to person stratum } s \text{ at the } j\text{-th institution in stratum } r \text{ based on the latest IPEDS data, and} \]

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

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

\[ f_{rs} = m_{rs} / M_{rs}(+), + \]

where

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

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

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

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

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

An independent sample of institutions was selected for each institutional stratum using Chromy's sequential, probability minimum replacement (pmr) sampling algorithm to select institutions with probabilities proportional to their measures of size (Chromy 1979). However, rather than allow multiple selections of sample institutions, those institutions with expected frequencies of selection greater than unity (1.00) were selected with certainty, and the remainder of the institutional sample was selected from the remaining institutions in each stratum. This
process made it unnecessary to select multiple second-stage samples of persons by precluding institutions with multiple selections at the first stage of sampling. Therefore, the expected frequency of selection for the $j$-th institution in institutional stratum $r$ is given by

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

where

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

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

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

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

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

Procedures for obtaining and sampling from student lists included:

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

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

Recall that the overall population sampling rate for student stratum \( rs \) is given by

\[
f_{rs} = m_{rs} / M_{rs}(+) ,
\]

where

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

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

\[
\frac{m_{rs}(j)}{M_{rs}(j)} \pi_r(j) = f_{rs} ,
\]

or equivalently,

\[
m_{rs}(j) = f_{rs} \cdot \frac{M_{rs}(j)}{\pi_r(j)} .
\]

Thus, the conditional sampling rate for stratum \( rs \), given selection of the \( j \)-th institution, becomes

\[
f_{rs|j} = f_{rs} / \pi_r(j) .
\]

However, in this case, the desired overall student sample size, \( m_s \), is achieved only in expectation over all possible samples.

Achieving the desired sample sizes with equal probabilities within strata in the particular sample selected and simultaneously adjusting for institutional nonresponse and ineligibility requires that

\[
\sum_{j \in R} m_{rs}(j) = m_{rs} ,
\]
where \( R \) denotes the set of eligible, responding institutions. If the conditional student sampling rate for stratum \( rs \) in the \( j \)-th institution is
\[
\hat{f}_{rs|j} = \hat{f}_{rs} / \pi_r (j) ,
\]
it is required that
\[
\sum_{i \in R} \hat{f}_{rs} \frac{M_{rs} (j)}{\pi_r (j)} = m_{rs} ,
\]
or equivalently,
\[
\hat{f}_{rs} = m_{rs} / \hat{M}_{rs} ,
\]
where
\[
\hat{M}_{rs} = \frac{\sum_{i \in S} M_{rs} (j)}{\pi_r (j)} .
\]
Since it was necessary to set the student sampling rates, and because complete information on eligibility and response status was available, \( \hat{M}_{rs} \) was calculated as follows:
\[
\hat{M}_{rs} = \sum_{j \in S} \frac{M_{rs} (j)}{\pi_r (j)} * [ E_r ; R_r ; E_{rs} ] ,
\]
where \( S \) denotes the set of all sample institutions,
\[
E_r = \text{the institutional eligibility factor for institutional stratum } r,
\]
\[
R_r = \text{the institutional response factor for institutional stratum } r,
\]
\[
E_{rs} = \text{the student eligibility factor for student stratum } rs .
\]

NPSAS is a multivariate survey with a \( p \)-dimensional parameter space, \( \theta = \{ \theta_j \}, j = 1, \ldots, p, \) for which it is desired to estimate \( \theta \) with \( \hat{\theta} \) while minimizing cost (sample size) subject to a series of precision requirements. Consequently, optimal sampling rates can be obtained by solving the following nonlinear optimization problem:

Minimize: \[
C = C_0 + \sum_{i=1}^{I} \left( C_{i} n_{ii} + \sum_{f=1}^{F} C_{2if} n_{2if} \right)
\]

Subject to:
\[
\left\{ \begin{array}{l}
V(\hat{\theta}_j) \leq v_j, \forall j \\
2 \leq n_{ii} \leq N_{ii}, i \in [1,I] \\
2 \leq n_{2if} \leq N_{2if}, f \in [1,F]
\end{array} \right.
\]

where,
Appendix A. NPSAS:04 Institution and Student Sampling Details

\[ C_0 = \text{fixed cost not affected by changes in the numbers of institutions or students selected;} \]

\[ C_{1i} = \text{variable cost per institution, depending on the number of participating institutions in the } i\text{-th institutional stratum;} \]

\[ n_{1i} = \text{number of participating institutions in the } i\text{-th stratum;} \]

\[ C_{2if} = \text{variable cost per student, depending on the number of participating students in the } f\text{-th student stratum within the } i\text{-th institutional stratum; and} \]

\[ n_{2if} = \text{number of participating students in the } f\text{-th student stratum within the } i\text{-th institutional stratum.} \]

In the above, variance constraints \( V(\hat{\theta}_j) \leq v_j \) correspond to precision requirements that have been specified by NCES for key survey estimates. Using data from the NPSAS:2000 and NPSAS:96 (and NSOPF:99 for faculty constraints), all of the required variance components and their associated precision constraints were developed. Subsequently, the resulting nonlinear optimization problem to determine the most effective sample allocation was solved using Chromy’s algorithm (Chromy 1987) to obtain feasible solutions to the above problem.

The large sample sizes for NPSAS:04 were required to achieve the many objectives of the study, including estimates for three domains—public 2-year, public 4-year, and private not-for-profit 4-year institutions—in each of 12 states. A baseline cohort of FTBs was also selected for the BPS studies. Moreover, many NPSAS:04 statistical analyses focus on relatively rare domains, thereby requiring large overall sample sizes and disparate sampling rates. Discussions with NCES were used to identify the domains of interest and the study was designed to ensure adequate sample sizes for those domains.

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Appendix C
Data Elements for the
BPS:04/06 Student Interview
A. BPS eligibility/enrollment in 2003–04 (nonrespondents to 2004 interview only)
   1. Confirm enrollment at NPSAS in 2003–04
   2. Confirm first-time beginner (FTB) status in 2003–04
   3. Reasons for enrolling:
      a. Complete a certificate, associate’s or bachelor’s degree program
      b. Take courses to transfer to 4-year school
      c. Gain job/occupational skills
      d. Recreational courses/self-improvement (no degree)
   4. Other institutions attended in 2003–04 (name, location, type)
   5. Months enrolled and attendance (full- or part-time) in 2003–04
   6. Took remedial courses in first year
   7. High school completion including year
   8. Date of birth
   9. Age

B. Enrollment since 2004
   1. Current enrollment status (at time of interview)
      a. Still enrolled
         • Enrolled at NPSAS or last institution reported in 2004
         • Enrolled at another institution
      b. No longer enrolled
         • Completed program
            ‐ Type of certificate/degree earned
            ‐ Date awarded
         • Left before completion
            ‐ Completed 2 or more courses with a passing grade
            ‐ Reasons for leaving
   2. Enrollment in 2004–05
      a. Enrolled at last institution reported in 2004
         • Months enrolled
         • Primarily full-time or part-time
      b. Enrolled at another institution in 2004–05
         • Name of institution and location (online coding of type)
         • Months enrolled
         • Primarily full-time or part-time
         • Main educational goals

C. Characteristics of current or last undergraduate enrollment
   1. Educational program characteristics
      a. Degree goal (certificate, associate’s, bachelor’s, none)
b. Types of classes for those not working on a degree

c. Major (online coding of type)

d. Number of times changed major

e. Class level

f. GPA

g. Academic performance
   • Ever withdraw from courses after normal drop/add deadline
   • Ever get incomplete grades
   • Ever retake a course to raise grades

2. Academic and social integration
   a. Frequency (never/sometimes/often) of:
      • Talking with faculty outside class
      • Meeting advisor about academic plans
      • Informal meetings with faculty
      • Attend study groups
      • Participate in school clubs
      • Attend fine arts activities
      • Participate in sports

3. Residence, work, and financial support
   a. Type of residence (on campus, off campus, with parents)
   b. How far in miles
   c. Working while enrolled
      • Number of jobs
      • On/off campus job
      • Participation in work study, cooperative employment, practicum
      • Type of employer
      • Relationship of job to studies
      • Number of hours worked per week
      • Number of terms/months worked
      • Job earnings (per school year, term/semester, month, week, or hour)
      • Primary role: student or employee?
      • Could you afford school without working?
   d. Financial support from parents (respondents under 30)
      • None
      • Pay for tuition and/or fees
      • Pay for food or housing
      • Provide money for other expenses
D. Employment regarding respondents no longer enrolled
   1. Currently employed?
   2. Current job characteristics (if employed)
      a. Job start date
      b. Number of hours worked per week
      c. Wages/salary
      d. Occupation and industry (online coding of types)
      e. Type of employer
      f. Employer-offered health insurance as benefit
      g. Held position or similar job
         • While enrolled
         • Before enrolled
      h. Related to major/coursework
      i. Related to career goals
      j. Degree, certificate, or license required, including type of license/certification
      k. Participation in internship or practicum
      l. Was this first job after leaving school?
      m. Source of job placement (advertisements, resume, networking, school, other)
   3. Able to get current job without courses taken
   4. Took classes necessary for license or certification
   5. Unemployment periods of more than 3 months since end of enrollment
      a. If yes, how many times
      b. What was the longest period of unemployment
   6. If not currently employed, then looking for a job?

E. Current demographics
   1. Race/ethnicity
   2. Respondent’s current marital status
   3. Respondents under 24:
      a. Parents’ marital status
      b. Estimated parental income (in ranges)
   4. Household composition (with whom do you live?)
   5. Number of dependent children
      a. Age of youngest child
   6. Annual income
      a. Own earnings (in ranges)
      b. Spouse’s earnings (in ranges)
      c. Income from other sources (TANF (AFDC or state equivalent), Social Security, disability or worker’s compensation, food stamps, child support, FEMA Disaster Assistance)
7. Spouse’s level of education
8. Spouse currently enrolled in school (postsecondary)

F. Student loan and other debt
1. Student loan debt
   a. Total amount borrowed in student loans (all years)
   b. Total amount still owed
   c. Currently repaying loans
      • Amount of monthly payment
      • Are parents helping to repay loans? (respondents under 30)
2. Amount of spouse’s student loans
   a. Spouse’s monthly repayment amount
3. Other monthly payments
   a. Rent or mortgage
   b. Auto loan or lease
4. Number of credit cards
   a. Usually pay off or carry balance
   b. Current outstanding balance on credit cards

G. Civic participation
1. Current citizenship
2. Voting (if citizen)
   a. Registered to vote?
   b. Voted in the last presidential election?
3. Volunteering/community service
   a. Volunteer activities in last 12 months?
   b. Type of activities (check all that apply)
      • Education-related
      • Work with children
      • Fundraising
      • Homeless shelter/kitchen
      • Neighborhood improvement
      • Health services
      • Service to church
   c. Hours per month
   d. Reasons for participating (check all that apply)
      • School requirement
      • Campus organization
      • Encouraged by others
      • Expression of belief
• Meet people
• Develop skills
• Feel good about self
e. Outcomes of community service activities (check all that apply)
• Career choice
• Apply skills
• Expand skills
• Add to resume
• Clarified major
• Compassionate person
• Social awareness

H. Disabilities (first 3 questions from NPSAS:04)
1. Do you have a long-lasting condition such as blindness, deafness, or a severe vision or hearing impairment?
2. Do you have a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?
3. Excluding any conditions already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted six months or more?

I. Personal goals
1. Highest level of education ever expected
2. How enrollment plans have been affected by hurricanes in 2005 (transferred, took classes online, delayed enrollment, dropped out)
3. Plans to pursue a teaching career
4. Value of the following goals
   a. Very important (check all that apply):
      • Being a community leader
      • Being financially well-off
      • Having children
      • Influencing political structure
      • Leisure time
      • Living close to relatives
      • Moving away from hometown
      • Steady work
      • Recognized as an expert
      • Meaning and purpose in life
      • Helping others

J. Supplementary data from outside sources
1. Financial aid application data (from CPS-Central Processing System)
2. Annual and cumulative federal student loan amounts (from NSLDS - National Student Loan Data System)
3. Annual Pell Grant amounts (from NSLDS)
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What have we learned from prior BPS studies?

BPS has been conducted with three cohorts of beginning postsecondary students since 1990. In prior BPS studies, we have learned that:

- 92 percent of beginning students work while enrolled;
- 58 percent of students receive financial aid;
- those students receiving financial aid are more likely than those who do not receive financial aid to complete their degree in 3 years or less;
- 28 percent of students leave the college where they started to transfer elsewhere; and
- 58 percent of students attending less than 2 year schools completed their degree in 3 years or less.

Enrollment status and degree attainment of beginning students at any postsecondary institution after 3 years, by level of first institution attended

Where can I get More Information about BPS?

For more information on participating, visit the study’s website at https://surveys.nces.ed.gov/bps/

To make an appointment to complete the interview by telephone, or for assistance in completing the web interview, call 1-800-334-2321

You may also contact us by:
E-mail: bps@rti.org
Fax: 919-541-7014
TDD: 1-877-212-7230

If you have additional questions or concerns, you may contact the following:

BPS Project Director (RTI)
Jennifer Wine
1-877-225-8470 (toll-free)
Jennifer@rti.org

BPS Project Officer (NCES)
Tracy Hunt-White
202-502-7438
Tracy.Hunt-White@ed.gov

If you have questions about your rights as a participant, please contact:

Office of Research Protection
RTI International
E-mail: orpe@rti.org
1-866-214-2043 (toll-free)

Beginning Postsecondary Students Longitudinal Study

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
Appendix D. Data Collection Materials

What is BPS?
The Beginning Postsecondary Students (BPS) Longitudinal Study collects data related to enrollment in and completion of postsecondary education. The study includes people who first entered postsecondary institutions—vocational schools, community colleges, and 4-year colleges and universities—in the 2003-04 school year. BPS participants will be interviewed in 2006 and again in 2009, as they continue their education, enter the workforce, and pursue other interests. As a participant in the BPS study, the information you provide will be combined with information collected from thousands of other participants to produce national statistics.

Who is conducting the study?
The BPS study is conducted under contract for the National Center for Education Statistics (NCES), U.S. Department of Education, by RTI International (RTI), a nonprofit research organization located in North Carolina. BPS is authorized by the Education Sciences Reform Act of 2002 (PL 107-279).

Who is included in the study?
The BPS study consists of a sample of approximately 23,000 students from over 1,500 institutions in the 50 states, the District of Columbia, and Puerto Rico. All of the students began their postsecondary education during the 2003-2004 school year.

When will the study be conducted?
BPS data collection will begin in the spring of 2006. Students may access the interview on the web at https://surveys.nces.ed.gov/bps/ or by calling the BPS Help Desk at 1-800-334-2321.

Why should I participate?
By participating, you have the opportunity to help researchers, counselors, and others better understand the costs and benefits of postsecondary education. This study helps us determine:

- what percentage of beginning students complete their degree programs;
- whether students receiving financial aid complete their programs in the same length of time as those who do not receive financial aid;
- why students leave school;
- whether increased financial aid is associated with completion; and
- how long it takes students to complete various types of degree programs.

How can I Participate?
You may complete the BPS interview in one of two ways:
1. Log in to the study website at https://surveys.nces.ed.gov/bps/ then simply select the Login link and enter your Study ID and password when prompted. If you need assistance, call the BPS Help Desk at 1-800-334-2321 or contact us via email at bps@rti.org.
2. Complete the interview by telephone. If you prefer to complete the BPS interview by telephone with a professionally trained interviewer from RTI, you may call the BPS Help Desk at 1-800-334-2321.

How long will it take?
On average, the interview lasts about 25 minutes. Web interview times may vary depending on your Internet connection speed.

Will my answers be kept Confidential?
Your answers 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. The answers that you provide are compiled with the responses from other students and reported to the general public in statistical form. The graphs in this brochure is a good example of how data are reported.

The following procedures have been implemented to ensure the confidentiality of your responses:
- Your answers are secured behind firewalls and are encrypted during Internet transmission using Secure Sockets Layer (SSL) protocol. All data entry modules are password-protected and require the user to log in before accessing confidential data.
- Project staff may be severely fined or imprisoned for disclosure of individual responses.
- Confidentiality procedures are reviewed and approved by RTI's Institutional Review Board (Committee for Protection of Human Subjects).

Where can I get a copy of the Results?
Results are scheduled to be released in 2007 and will be posted on the NCES website as soon as they are available at: http://nces.ed.gov/surveys/bps/.
Parent Letter

August 10, 2007

Dear «Cpname» «Cplname»:

Students who first began their postsecondary education in the 2003-04 school year were selected to participate in the Beginning Postsecondary Students (BPS) Longitudinal Study sponsored by the U.S. Department of Education. This study collects information, over time, on students’ postsecondary experiences, work while enrolled, persistence in school, degree completion, and employment following enrollment. The enclosed pamphlet describes BPS in more detail and presents selected findings from prior BPS studies.

«sPpname» «sPlname» has been randomly selected to participate in this cycle of BPS. We need your help to update our records for «pronoun2». «text1». Please take a few minutes to update the enclosed Address Update Information sheet and return it in the enclosed postage paid envelope.

We will be re-contacting «sPpname» and other study participants beginning in early spring 2006 to ask questions about their recent education and employment experiences. Your help in updating our records will ensure the success of the study. Only a limited number of people were selected for the study. Therefore, each person selected represents many others, and it is extremely important that we be able to contact them. If «sPpname» completes the interview on the Web by the date provided «pronoun2», «pronoun1» will receive a $30 check as a token of our appreciation.

NCES has contracted with RTI International to conduct this cycle of the BPS data collection. Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected. If you have any questions about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

We sincerely appreciate your assistance and thank you in advance for helping us conduct this important study.

Sincerely,

C. Dennis Carroll, Ph.D.
Associate Commissioner
Postsecondary Studies Division
Address Update Form

Study ID: «caseid»

Address and Telephone Information

Step 1. Please review the address displayed on the left. Check here if all information pre-printed in this section is **currently correct**.□

Step 2. If not currently correct, **please update** in the space provided.

To update your locating information online, visit our secure website at [http://surveys.nces.ed.gov/bps](http://surveys.nces.ed.gov/bps) and refer to **Study ID** «caseid».

<table>
<thead>
<tr>
<th>«fname» «mname» «lname» «suffix»</th>
<th>Update Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>«addr1»</td>
<td>Name:</td>
</tr>
<tr>
<td>«addr2»</td>
<td>Address:</td>
</tr>
<tr>
<td>«city», «state» «zip»«zip4»</td>
<td>Home phone: (       )</td>
</tr>
<tr>
<td>«sarea1» «sphone1»</td>
<td>Work phone: (       )</td>
</tr>
<tr>
<td>«panelinfo»</td>
<td>Cell phone: (       )</td>
</tr>
</tbody>
</table>

Step 3. Please provide us with information on the best times and dates for us to call.

a. Best time to call (in your time zone): _____:____ am pm through _____:____ am pm

b. Which days are best for us to reach you? Sun Mon Tues Wed Thur Fri Sat

Step 4. Please provide an e-mail address that we can use to contact you.

School e-mail address:

Personal e-mail address:

Thank you for your assistance. This information is completely confidential.

Please return this page in the enclosed postage paid envelope.

---

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.
Initial Letter to Base-Year Respondents

August 10, 2007

Dear <fname> <lname>:

In 2004, you participated in an interview for the U.S. Department of Education that focused on your early experiences as a postsecondary student and how you paid for your school expenses that year. We are now seeking your help with a follow-up interview with you and students like you who began their education in 2003-04. This new interview, conducted as part of the Beginning Postsecondary Students (BPS) Longitudinal Study, will focus on your experiences since the first interview, as you continued in, completed, or left postsecondary education. Results from previous BPS studies have been used by educators and policymakers to better understand the rate at which beginning students are completing degree programs, the factors preventing them from completing degree programs, and the effects of financial aid and jobs on academic performance.

The interview will take about 25 minutes to complete on the Web whenever it is convenient for you. When data collection begins in March, you will receive a postcard that will provide specific information on how to participate. If you complete the interview on the Web by the date indicated on the postcard, you will receive a $30 check as a token of our appreciation.

Your participation, while voluntary, is critical to the study’s success. By law, we are required to protect your privacy. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

Enclosed you will find a pamphlet with a brief description of BPS, findings from prior BPS studies, and confidentiality procedures. If your contact information has changed, you may provide your new address and telephone number on the enclosed address update sheet and return it to us in the business reply envelope provided. To find out more about this BPS interview and to update your contact information online, visit the study’s website at https://surveys.nces.ed.gov/bps/.

The BPS study is being conducted for the U. S. Department of Education’s National Center for Education Statistics by RTI International. If you have any questions about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

We thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,

C. Dennis Carroll, Ph.D.
Associate Commissioner
Postsecondary Studies Division
Appendix D. Data Collection Materials

Initial Letter to Base-Year Nonrespondents

August 10, 2007

(fname) (mname) (lname) (suffix) Study ID: (caseid)
(addr1)
(addr2)
city, state zip

Dear (fname) (lname):

You have been randomly selected to take part in the Beginning Postsecondary Students (BPS) Longitudinal Study sponsored by the U.S. Department of Education. I am writing to ask you to participate in this important study by completing an interview about your experiences as a postsecondary student at (Inst_name) in 2003–04, and your education and employment experiences since you first enrolled. Results from previous BPS studies have been used by educators and policymakers to better understand the rate at which beginning students are completing degree programs, the factors preventing them from completing degree programs, and the effects of financial aid and jobs on academic performance.

The interview will take about 25 minutes to complete on the Web whenever it is convenient for you. When data collection begins in March, you will receive a postcard that will provide specific information on how to participate. If you complete the interview on the Web by the date indicated on the postcard, you will receive a $30 check as a token of our appreciation.

Your participation, while voluntary, is critical to the study’s success. By law, we are required to protect your privacy. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

Enclosed you will find a pamphlet with a brief description of BPS, findings from prior BPS studies, and confidentiality procedures. If your contact information has changed, you may provide your new address and telephone number on the enclosed address update sheet and return it to us in the business reply envelope provided. To find out more about this BPS interview and to update your contact information online, visit the study’s website at https://surveys.nces.ed.gov/bps/.

The BPS study is being conducted for the U. S. Department of Education’s National Center for Education Statistics by RTI International. If you have any questions about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

We thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,

C. Dennis Carroll, Ph.D.
Associate Commissioner
Postsecondary Studies Division
Complete your BPS interview
by «date» and
receive $30 as a token of our appreciation.

To complete a web interview over our secure website, log on to:

https://surveys.nces.ed.gov/bps/

Your Study ID is: «caseid»
Your Password is: «password»

For questions or problems completing your web interview, call the BPS Help Desk at 1-800-334-2321.

Thank you for participating in BPS!

Dear «fname» «lname»:

Interviews for the Beginning Postsecondary Students (BPS) longitudinal study are now being conducted. If you complete your BPS interview by «date», you will receive a $30 check as a token of our appreciation.

You may access the web interview by logging on to our secure website at https://surveys.nces.ed.gov/bps/ using the Study ID and password provided below.

    Study ID = «caseid»
    Password  = «password»

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. If you have questions or problems completing your interview online, simply call the BPS Help Desk at 1-800-334-2321.

If you have any questions or concerns about the study itself, please contact the BPS Project Director, Dr. Jennifer Wine, toll free at 1-877-225-8470 (e-mail: jennifer@rti.org), or the NCES Project Officer, Ms. Tracy Hunt-White, at 202-502-7438 (e-mail: tracy.hunt-white@ed.gov).

Thank you in advance for making BPS a success.
Data Collection Prompt Flyer

Beginning Postsecondary Students Longitudinal Study

«fname», complete a 25 minute interview and get $«IncAmt» for your time.

To complete a WEB INTERVIEW over our secure website, log on to
https://surveys.nces.ed.gov/bps/
Your Study ID is: «caseid»
Your Password is: «password»

To complete a TELEPHONE INTERVIEW with a professional interviewer, or for help completing the web interview please call 1-800-334-2321.

Dear «fname» «lname»:

Data collection for the Beginning Postsecondary Students (BPS) longitudinal study is coming to a close. Because the results from this study will help develop policy regarding participation in higher education, your experiences will help determine how future tax dollars are spent. You will also help represent the thousands of others like you who lead busy lives. If you complete your BPS interview soon, you will receive a $«IncAmt» check as a token of our appreciation.

You may access the web interview by logging on to our secure website at https://surveys.nces.ed.gov/bps/ using the Study ID and password provided below.

<table>
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<tr>
<th>Study ID</th>
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</table>

On average the interview takes less than 25 minutes to complete, and your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other
purpose, except as required by law. If you have questions or problems completing your interview online, or would like to complete your interview over the telephone with a professional interviewer, simply call the **BPS Help Desk at 1-800-334-2321**.

If you have any questions or concerns about the study itself, please contact the BPS Project Director, Dr. Jennifer Wine, toll free at 1-877-225-8470 (e-mail: jennifer@rti.org), or the NCES Project Officer, Dr. Tracy Hunt-White, at 202-502-7438 (e-mail: tracy.hunt-white@ed.gov).

Thank you in advance for making BPS a success.
Computer-Assisted Personal Interview (CAPI) Lead Letter

________________________________ Study ID ___________
________________________________
________________________________
________________________________

Dear _____________________:

The Beginning Postsecondary Students Longitudinal Study (BPS) is now being conducted. Sponsored by the US Department of Education, the results of this study will be used to better understand the rate at which beginning students are completing degree programs, the factors preventing them from completing degree programs, and the effects of financial aid and jobs on academic performance.

Your participation is critical to the success of the study. We need you to complete a brief interview with our Field Interviewer, which can be arranged at a time convenient to your schedule. All of your responses will be kept confidential and will be protected to the fullest extent allowable under law. When you complete your interview, we will pay you **$30** to reimburse you for your time.

Thank you for helping to make BPS a success. Please do not hesitate to contact me by telephone at 1-877-225-8470 or via e-mail at jennifer@rti.org if you have questions about the study. If you’d like to schedule an appointment to complete the interview, call our field interviewer directly (please call collect, if it’s long distance) at the number below, or you may call her supervisor toll-free at 1-877-582-9769.

Thank you for your time and willingness to participate.

Sincerely yours,

Jennifer Wine, Ph.D.
BPS Project Director

Field Interviewer: ____________________________

Phone: ____________________________
Field Interviewer Authorization Letter

June 3, 2005

To Whom It May Concern:

This letter is to verify that «FI_Name» is representing RTI International (RTI) during data collection for a national research study conducted for the National Center for Education Statistics of the U.S. Department of Education.

This individual is a «Position» for the Beginning Postsecondary Students (BPS) longitudinal study (Contract No.ED-02-CO-0011) which collects information on students’ postsecondary experiences, work while enrolled, persistence in school, degree completion, and employment following enrollment. Your assistance in helping this person locate, contact, and interview sample members for this important study would be greatly appreciated.

If you would like to verify the employment status of this individual, please contact Jeff Franklin, the BPS Data Collection Task Leader, at 1-800-334-8571, weekdays between 8:15 AM and 5:00 PM ET. If you have any questions about the study, you may reach me at (202) 502-7438, (M-F). Thank you for your cooperation.

Sincerely,

[Signature]

Tracy Hunt-White
BPS Project Officer
U.S. Department of Education
National Center for Education Statistics
Appendix D. Data Collection Materials

Refusal Letter

August 10, 2007

«fname» «mname» «lname» «suffix»  Study ID: «caseid»
«addr1»  «panelinfo»
«addr2»
«city», «state» «zip»

Dear «fname» «lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the
Beginning Postsecondary Students Longitudinal Study (BPS). Because the results from this study will
help develop policy regarding participation in higher education, your experiences and opinions will help
determine how future tax dollars are spent. You will also receive a $30 check as a token of our
appreciation for the time you took to complete the survey.

Please call us at 1-800-334-2321 to complete a telephone interview or, if you wish to complete the
interview yourself over our secure website, log on to https://surveys.nces.ed.gov/bps/.
You will need the Study ID and password provided below to access the web interview.

Study ID = «caseid»
Password = «password»

Be assured that all of your answers will be kept confidential and will be protected to the fullest extent
allowable under law.

Please do not hesitate to contact me directly at 1-877-225-8470 (toll-free) or by e-mail at jennifer@rti.org
if I can provide any additional information about the study or your interview.

Thank you in advance for your participation in this important study. Your cooperation is greatly
appreciated.

Sincerely,

Jennifer Wine, Ph.D.
Project Director
Thank You Letter

Date

«fname» «mname» «lname» «suffix» Study ID: «caseid»
«addr1» «panelinfo»
«addr2»«city», «state» «zip»

Dear «fname» «lname»:

On behalf of the U.S. Department of Education and the staff of the Beginning Postsecondary Students Longitudinal Study, I would like to thank you for completing your BPS interview. Your participation in this study is very important to ensuring its success. Enclosed you will find a check for [$20 or $30] as a token of our appreciation for completing the survey.

Please do not hesitate to contact me directly at 1-877-225-8470 if I can provide any additional information or assistance.

Again, thank you for your time and willingness to participate.

Sincerely,

Jennifer Wine, Ph.D.
Project Director
Appendix E
Help Desk, Telephone, and Field Interviewer Training Materials

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Help Desk Training Agenda  
(March 13–15, 2006)

Monday, March 13, 2006  6:00 pm –10:00 pm

- Welcome and Introduction
- Overview of Study, Sample, Review Manual
- Confidentiality
- Your Role as a Help Desk Agent
- Introduction to the HD application
- Demonstration Interview
- FAQ Review
- Question by Question Review
- Wrap-up Questions

Tuesday, March 14, 2006  6:00 pm –10:00 pm

- Help Desk FAQ Review (Oral Quiz)
- Coding Practice
- CATI-CMS Review
- Round Robin Mock #1
- Paired Mocks (2 mocks)
- BPS Study FAQs
- Wrap-up Questions

Wednesday, March 15, 2006  6:00 pm –10:00 pm

- FAQ Review (Oral Quiz)
- Coding Practice
- Round Robin Mock #2
- Additional Help Desk Practice
- Questions and Intro to Certifications
- Certification Interviews & FAQ Certification
- Wrap-up
# Help Desk

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(June 20–23, 2006)

**Tuesday, June 20, 2006**
- Topic 1: Welcome and Introductions
- Topic 2: Overview of the Training Session/FI Responsibilities
- Topic 3: Confidentiality and Informed Consent
- Topic 4: Demonstration Mock Interview
- Topic 5: Q x Q Review (Part 1)
- Topic 6: Q x Q Review (Part 2) and Discussion
- Topic 7: Introduction to the IBM Thinkpad Laptop
- Topic 8: Open-Ended Coding Practice
- Topic 8: Round Robin Mock #1
- Topic 8: FAQs

**Wednesday, June 21, 2006**
- Topic 9: BPS Case Management System
- Topic 10: Tracing Techniques
- Topic 10A: FAQs – 2nd Review of FAQs
- Topic 11: Case Assignment Folders
- Topic 12: Paired Mock #1 of BPS Interview
- Topic 13: Explaining the Study, Obtaining Participation
- Topic 14: Transmission of Completed Cases
- Topic 15: Practice Contacting/Locating/Interviewing (Paired Mock #2)
- Evening Study Hall (As Needed with Field Supervisor)

**Thursday, June 22, 2006**
- Topic 15: Practice Contacting/Locating/Interviewing, continued
- Topic 16: Outlook E-mail Practice Session
- Topic 17: Quality Control Measures
- Topic 18: CMS Review Session
- Topic 19: Open-Ended Coding Practice
- Topic 20: Certification: Paired Mocks #1 and 2
- Topic 21: Finish/Review Paired Mocks
- Topic 22: Transmission of Completed Cases (Mocks 2, 3, 4)
- Topic 23: Headway: Production, Time, and Expense Reports
- Topic 24: Trouble-shooting PC issues
- Evening Study Hall (As Needed with Field Supervisor)

**Friday, June 23, 2006**
- Topic 25: Review Transmission/E-mail
- Topic 26: Review ePT&E
- Topic 27: BPS Goals and Reporting Requirements
- Topic 28: Assignments & FS/FI Conference Schedule
- Topic 29: FI Training Evaluation
- Question and Answer Session
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Section A: Base Year

ZRID
Identification number
Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KAQST
Confirm first-time enrollment
When we talked to you last, you said you'd been enrolled at [NPSAS] during the 2003–2004 school year. Was that the first time you attended any college, university, or trade school after completing high school?
0 = No
1 = Yes
Applies to: Base-year respondents with questionable BPS eligibility from the base year.
Instrument code: Y_BASEYR = 1 and Y_FTBQST = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KADRPMY
Date left [NPSAS]
When did you last attend [NPSAS] between July 1, 2003 and June 30, 2004?
Applies to: Base-year nonrespondents who were enrolled at [NPSAS] between July 1, 2003 and June 30, 2004 but dropped out before completing any terms.
Instrument code: Y_BASEYR = 0 and KAELIG = 2
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KADRPTM
Left [NPSAS] with a completed term
[If KADRPMY = -9]
When you last attended [NPSAS] during the 2003–2004 school year, did you leave at the end of the term, or did you leave before the term ended?
[else]
Is that date, [KADRPMY], at the end of the term, or did you leave before the term ended?
1 = Left at the end of the term
2 = Left before the term ended
Applies to: Base-year nonrespondents who were enrolled at [NPSAS] between July 1, 2003 and June 30, 2004 but dropped out before completing any terms.
Instrument code: Y_BASEYR = 0 and KAELIG = 2
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KADRPRF
Received full tuition refund
Did you receive a full refund of your tuition when you left [NPSAS] during the 2003–2004 school year?
0 = No
1 = Yes
Applies to: Base-year nonrespondents who were enrolled at [NPSAS] between July 1, 2003 and June 30, 2004 who left [NPSAS] before the end of the term.
Instrument code: Y_BASEYR = 0 and KAELIG = 2 and KADRPTM ne 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
**KATYPE**

*Type of degree at [NPSAS]*

What degree or certificate were you working on at [NPSAS] during the 2003–2004 school year? (If you were working on more than one degree or certificate, please select the highest.)

1 = Undergraduate, not enrolled in a degree program  
2 = Undergraduate certificate or diploma (occupational or technical program)  
3 = Associate’s degree  
4 = Bachelor’s degree—4-year program  
5 = Bachelor’s degree—5-year program  
6 = Post-baccalaureate certificate  
7 = Graduate, not enrolled in a degree program  
8 = Master’s degree  
9 = Professional certificate  
10 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology or veterinary medicine)  
11 = Doctoral degree

*Applies to: Base-year nonrespondents.*

*Instrument code: Y_BASEYR = 0*

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

*Sources: BPS:04/06 full-scale student interview*

---

**KAPRDG**

*Earned prior degree/certificates*

Prior to your enrollment at [NPSAS] during the 2003–2004 school year, had you completed any degrees or certificates beyond high school? (Please do not include certificates of achievement, such as for completion of a class in CPR, lifesaving, or other areas not requiring study at the postsecondary level.)

0 = No  
1 = Yes  
2 = Don’t know

*Applies to: Base-year nonrespondents.*

*Instrument code: Y_BASEYR = 0*

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

*Sources: BPS:04/06 full-scale student interview*

---

**KAVERLV**

*Verification of student degree level*

According to our records, you began your undergraduate studies during the 2003–2004 school year. However, you have just selected a graduate level degree. Were you an undergraduate or graduate student during the 2003–2004 school year?

1 = I was an undergraduate student in the 2003–2004 school year  
2 = I was a graduate student in the 2003–2004 school year

*Applies to: Base-year nonrespondents who were not working on a professional degree.*

*Instrument code: Y_BASEYR = 0 and KATYPE ne 10*

*Recode note: If KATYPE in (1 2 3 4 5) then KAVERLV = 1*

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

*Sources: BPS:04/06 full-scale student interview*

---

**KACCHOUR**

*Clock hour requirement*

Did your certificate/diploma program require at least 3 months or 300 clock hours of instruction?

0 = No  
1 = Yes

*Applies to: Base-year nonrespondents who were working on a diploma or certificate.*

*Instrument code: Y_BASEYR = 0 and KATYPE = 2*

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

*Sources: BPS:04/06 full-scale student interview*

---

**KAELCRD**

*Enrolled for transferable credit*

During your enrollment at [NPSAS] in the 2003–2004 school year, were you enrolled in a course for credit that could be transferred to another school?

0 = No  
1 = Yes

*Applies to: Base-year nonrespondents.*

*Instrument code: Y_BASEYR = 0*

*Recode note: If KATYPE ne 1 and KATYPE ne 7 then KAELCRD = 1.*

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

*Sources: BPS:04/06 full-scale student interview*
Appendix F. Facsimile of Full-scale Instrument—Section A: Base Year

KAASSOC
Type of associate’s degree
What type of associate’s degree were you working on at [NPSAS]?
1 = Associate in Arts (AA), Associate in Science (AS), Associate in General Education (AGE), or a transfer program
2 = Associate in Applied Science (AAS), or other degree in an occupational/technical area
Applies to: Base-year nonrespondents who were working on an associate’s degree.
Instrument code: Y_BASEYR = 0 and KATYPE = 3
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KANFST
[NPSAS] was first school attended after high school
Was [NPSAS] the first college or trade school you enrolled in after completing your high school requirements?
0 = No
1 = Yes
Applies to: Base-year nonrespondents or (base-year respondents with questionable BPS eligibility from the base year who attended [NPSAS] for the first time in the 2003–2004 school year).
Instrument code: Y_BASEYR = 0 or (Y_BASEYR = 1 and Y_FTBQST = 1 and KAQST = 0)
Recode note: If Y_BASEYR = 1 and Y_FTBQST = 1 and KAQST in (-9 0)
THEN KANFST = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KADGPR
Type of professional degree
What specific professional degree were you working toward at [NPSAS] during the 2003–2004 school year?
19 = Ministry or Divinity (MDiv/DMin/MHL/BD/ordination)
20 = Law (JD/LLB)
21 = Medicine (MD) or osteopathic medicine (DO)
22 = Dentistry (DDS/DMD)
23 = Chiropractic (DC/DCM)
24 = Pharmacy (PharmD)
25 = Optometry (OD)
26 = Podiatry (DPM/DP/PodD)
27 = Veterinary medicine (DVM)
28 = Another degree not listed
Applies to: Base-year nonrespondents who were working on a professional degree.
Instrument code: Y_BASEYR = 0 and KATYPE = 10
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KAFSTMY
Date attended first school
In what month and year did you first attend any college, university, or trade school after high school?
Applies to: Base-year nonrespondents or (base-year respondents with questionable BPS eligibility from the base year) whose first school was not [NPSAS].
Instrument code: (Y_BASEYR = 0 and KANFST = 0) or (Y_BASEYR = 1 and Y_FTBQST = 1 and KAQST = 0)
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KADGBMY
Date first began [NPSAS] ever
In what month and year did you first attend [NPSAS] after completing high school requirements?
Applies to: Base-year nonrespondents or (base-year respondents with questionable BPS eligibility from the base year whose first school was not [NPSAS]).
Instrument code: Y_BASEYR = 0 or (Y_BASEYR = 1 and Y_FTBQST = 1 and KAQST = 0)
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
**KANPSTMY**
*Date started at [NPSAS] during the NPSAS year*
In what month and year did you first attend [NPSAS] during the 2003–2004 school year (that is, between July 1, 2003 and June 30, 2004)?

*Applies to: Base-year nonrespondents or base-year respondents with questionable BPS eligibility from the base year who first attended [NPSAS] prior to the NPSAS year.*

Instrument code: Y_BASEYR = 0 or (Y_BASEYR = 1 and Y_FTBQST = 1 and KAQST = 0) and (KADGBMY < 200307 or = -1)

Recode note: If KADGBMY = inside the NPSAS year then KANPSTMY = KADGBMY.

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

Sources: BPS:04/06 full-scale student interview

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**KABPSELG**
*BPS Eligibility Variable*
All cases initially set to BPS ineligible.

KABPSELG = 0
If KANFST = 1 and (KADGBMY >= 200307 OR (KADGBMY <= 200406 and month(KADGBMY) > 0))
then KABPSELG = 1
else if KANFST ne 1 and (KADGBMY >= 200307 OR (KADGBMY <= 200406 and month(KADGBMY) > 0)) AND (KAFSTMY >= 200307 or (KAFSTMY <= 200406 and month(KADGBMY) > 0))
then KABPSELG = 1
else if KACMPCLS = 0
then KABPSELG = 1
0 = Not BPS eligible
1 = BPS eligible

*Applies to: All respondents.*

Recode note: If Y_BASEYR = 1 and Y_FTBQST = 1 and KAQST = 1 then KABPSELG = 1

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

Sources: BPS:04/06 full-scale student interview

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**KACMPCLS**
*Completed postsecondary course after high school*
Did you complete any classes for credit at a university, college, or trade school between the time you completed high school and July 1, 2003?

0 = No
1 = Yes
2 = Don’t know

*Applies to: All respondents.*

Recode note: If KABPSELG = 1 and KACMPCLS = -3 then KACMPCLS = 0

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

Sources: BPS:04/06 full-scale student interview

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**KAUGYR**
*Undergraduate level last term at [NPSAS] *
What was your year or level during your last term at [NPSAS] in the 2003–2004 school year?

1 = First year or freshman
2 = Second year or sophomore
3 = Third year or junior
4 = Fourth year or senior
5 = Fifth year or higher undergraduate
6 = Unclassified undergraduate
7 = Graduate student taking undergraduate classes

*Applies to: Base-year nonrespondents who were working on a degree during the 2003–2004 school year.*

Instrument code: Y_BASEYR = 0 and KATYPE ne 7

Recode note: If KAOVGYR < 1 and KATYPE = 1 then KAUGYR = 6

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

Sources: BPS:04/06 full-scale student interview

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KARSNA
Reason for attending [NPSAS]: complete degree
What were your main educational goals in attending [NPSAS]? (Please check all that apply.)
Complete a degree or certificate program at the school
  0 = No
  1 = Yes
Applies to: Base-year nonrespondents.
Instrument code: Y_BASEYR = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KARSNB
Reason for attending [NPSAS]: prepare for transfer
What were your main educational goals in attending [NPSAS]? (Please check all that apply.)
Prepare for transfer to a 4-year school
  0 = No
  1 = Yes
Applies to: Base-year nonrespondents.
Instrument code: Y_BASEYR = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KARSNCF
Reason for attending [NPSAS]: earn credits
What were your main educational goals in attending [NPSAS]? (Please check all that apply.)
Earn course credits needed for a program at a different school
  0 = No
  1 = Yes
Applies to: Base-year nonrespondents.
Instrument code: Y_BASEYR = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KARSNED
Reason for attending [NPSAS]: gain job skills
What were your main educational goals in attending [NPSAS]? (Please check all that apply.)
Gain job or occupational skills
  0 = No
  1 = Yes
Applies to: Base-year nonrespondents.
Instrument code: Y_BASEYR = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KARSNE
Reason for attending [NPSAS]: self-improvement
What were your main educational goals in attending [NPSAS]? (Please check all that apply.)
Take courses solely for recreation, self-improvement or personal interest
  0 = No
  1 = Yes
Applies to: Base-year nonrespondents.
Instrument code: Y_BASEYR = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KARNF
Reason for attending [NPSAS]: None of the above
What were your main educational goals in attending [NPSAS]? (Please check all that apply.)
None of the above
  0 = No
  1 = Yes
Applies to: Base-year nonrespondents.
Instrument code: Y_BASEYR = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KARMEVR
Ever take remedial courses after completing high school
After completing high school, did you take any remedial or developmental courses to improve your basic skills, such as in mathematics, reading, writing, or studying?
  0 = No
  1 = Yes
Applies to: Base-year nonrespondents.
Instrument code: Y_BASEYR = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
**KADIPL**  
*Type of high school completion*  
Which of the following best describes your high school completion?  
1 = Received a high school diploma  
2 = Passed a GED (General Educational Development test)  
3 = Received a high school completion certificate  
4 = Attended a foreign high school  
5 = Did not complete high school  
6 = Was home schooled  
*Applies to: Base-year nonrespondents.*  
Instrument code: Y_BASEYR = 0  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview

**KAHSYR**  
*Year completed high school*  
[If KADIPL = 1]  
In what year did you receive your high school diploma?  
[If KADIPL = 2]  
In what year did you receive your GED?  
[If KADIPL = 3]  
In what year did you receive your high school certificate?  
[If KADIPL in (4 6)]  
In what year did you complete high school?  
*Applies to: Base-year nonrespondents.*  
Instrument code: Y_BASEYR = 0  
Recode note: If KADIPL = 5 then KAHSYR = 0  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview

**KAHSCMP**  
Completing high school requirements while enrolled in 2003–2004  
Were you completing high school requirements for the entire time you were enrolled at [NPSAS] between July 1, 2003 and June 30, 2004?  
0 = No  
1 = Yes  
*Applies to: All respondents.*  
Recode note: If KABPSELG = 1 and KANPELG ne (0 2) and KAHSCMP = -3 then KAHSCMP = 0  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview

**KANPELG**  
*NPSAS Eligibility Variable*  
KANPELG = 1  
KABPSELG = -9  
if KAEELIG = 3 then  
KANPELG = 0  
else if KAEELIG = 2 and KADRPTM = 2 and KADRPRF = 1  
then KANPELG = 0  
else if KAEELIG = 0  
then KANPELG = 0  
else if KAPRDG = 1  
then KANPELG = 2  
KABPSELG = 0  
else if KAVERLV = 2  
then KANPELG = 2  
KABPSELG = 0  
else if KATYPE = -9 and KAVERLV = -9  
then KANPELG = 2  
KABPSELG = -9  
else if (KATYPE = 6 or KATYPE = 7 or KATYPE = 8  
or KATYPE = 9 or KATYPE = 11) and KAVERLV = -9  
then KANPELG = 2  
KABPSELG = 0  
else if (KATYPE = 2 and KACKHOUR = 0)  
then KANPELG = 0  
else if (KATYPE = 1 or KATYPE = 7) and KAEELCRD = 0  
then KANPELG = 0  
0 = Not eligible  
1 = Eligible  
2 = Not eligible (grad student or nonresponse)  
*Applies to: All respondents.*  
Recode note: If Y_BASEYR = 1 and Y_FTBQST = 1 and KAQST = 1 then KANPELG = 1  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview

**KADOBMY**  
*Date of birth*  
So that the rest of this interview may be customized for you, please answer the following questions.  
In what month and year were you born?  
Respondents without a known date of birth from NPSAS were asked KADOBMY. Those with known dates of birth from NPSAS were skipped around KADOBMY but the values from NPSAS were preloaded into the instrument.  
*Applies to: All respondents.*  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview
TAGE
*Age as of January 1, 2006*
Internal Variable
Calculates age as of January 1, 2006 based on KADOBMY
If KADOBMY ne -9 then calculate TAGE based on year;
   else TAGE = 21;
If TAGE = -9, this sample member did not make it through the instrument far enough for TAGE to be calculated. Usually, SUMSTFLG will be a -9 when TAGE = -9.
*Applies to: All respondents.*
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
NPSAS:04 full-scale student interview
Section B: Enrollment History

KBNEWEN
Enrollment at [NPSAS] since base-year
[If Y_BASEYR = 0]
Earlier, you said you were enrolled at [NPSAS] during the 2003–2004 school year. Did you attend [NPSAS] at anytime after June 2004?
[If Y_BASEYR = 1 and Y_FTBQST = 1]
Did you attend [NPSAS] at anytime after June 2004? [else]
When we talked to you last, you had been enrolled at [NPSAS] during the 2003–2004 school year.
Did you attend [NPSAS] at anytime after June 2004? 0 = No 1 = Yes 2 = I was never enrolled at [NPSAS]
Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KBSTLENR
Still enrolled at [NPSAS]
[If interview occurs May–August]
Are you currently enrolled at [NPSAS]?
If you are not enrolled now, but plan to enroll for the fall term, please respond "yes."
[else]
Are you currently enrolled at [NPSAS]?
0 = No 1 = Yes
Applies to: Respondents who were enrolled at [NPSAS] after June 2004.
Instrument code: KBNEWEN = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KBANY
Enrolled at any school since July 2004
[If Y_BASEYR = 0]
Have you enrolled at any other school since July 1, 2003?
[If Y_BASEYR = 1]
Have you enrolled at any school since July 1, 2004? 0 = No 1 = Yes
Applies to: Respondents who were not enrolled at [NPSAS] after June 2004 or who were never enrolled at [NPSAS].
Instrument code: KBNEWEN ne 1

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KBSCH01-07
school 1
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
[If COMPMODE = 0]
What other school did you attend between July 1, [If Y_BASEYR = 0 then 2003 else 2004] and June 30, 2006? To code your school:
1. Enter all or part of the school name, then click "Continue" to display a list of matching schools.
   (You can narrow your search by selecting a state and/or city.)
2. Click on the name of your school in the resulting list.
hints:
Do not use abbreviations or acronyms of school names (for example, ASU for Arizona State University).
If school name, state, or city is left blank, all schools matching the other specified search items will be displayed. You can get a new list of schools by changing the school name, state, or city and clicking "Continue."
[ELSE]
What other school did you attend, and in what city and state is it located?
PLEASE BEAR WITH ME AS I CODE THIS - IT SHOULD JUST TAKE A SECOND.
Applies to: Respondents who were enrolled at another school after June 2003.
Sources: NPSAS:04 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section B: Enrollment History

KBJL0301, KBAG0301, KBSP0301, KBOC0301, KBNV0301, KBDC0301, KBJA0401, KBFB0401, KBMR0401, KBAP0401, KBMWY0401, KBJN0401, KBJL0401, KBAG0401, KBSP0401, KBOC0401, KBNV0401, KBDC0401, KBJA0501, KBFB0501, KBMR0501, KBAP0501, KBMWY0501, KBJN0501, KBJL0501, KBAG0501, KBSP0501, KBOC0501, KBNV0501, KBDC0501, KBJA0601, KBFB0601, KBMR0601, KBAP0601, KBMY0601, KBJN0601

Enrolled July 2003-Enrolled June 2006
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If KBSTLENR = 1]
In which months have you been enrolled at [NPSAS] between
[(Y_BASEYR = 0 and iteration not in 1) July 2003/else July 2004]
and June 2006? If you plan to re-enroll this year, please indicate the months you plan to be enrolled.
If your enrollment covers only a portion of any month, please include that month. Exclude any months during which you are not taking classes, such as summer break.

[If KBSTLENR = 0 and for all schools other than NPSAS]
In which months were you enrolled at [NPSAS] beginning with
[(Y_BASEYR = 0 and iteration not in 1) July 2003/else July 2004].
If you plan to re-enroll this year, please indicate the months you plan to be enrolled.
If your enrollment covers only a portion of any month, please include that month. Exclude any months during which you are not taking classes, such as summer break.

[If March, April, or May 2006]
[If KBSTLENR = 1]
In which months have you been enrolled at [NPSAS] between
[(Y_BASEYR = 0 and iteration not in 1) July 2003/else July 2004]
and June 2006? Since it is only [COMPMON], please do your best to predict your enrollment through June 2006.
If your enrollment covers only a portion of any month, please include that month. Exclude any months during which you are not taking classes, such as summer break.

[If KBSTLENR = 0 and for all schools other than NPSAS]
In which months were you enrolled at [NPSAS] beginning with
[(Y_BASEYR = 0 and iteration not in 1) July 2003/else July 2004].
If you plan to re-enroll there before July 2006, please indicate the months you plan to be enrolled.
If your enrollment covers only a portion of any month, please include that month. Exclude any months during which you are not taking classes, such as summer break.

July
0 = No
1 = Yes

Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.
Sources: BPS:04/06 full-scale student interview

KBEN301, KBEN401, KBEN501, KBEN601

Intensity of enrollment 2003-Intensity of enrollment 2006
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If TCRSCH* = 1 and one year of enrollment]
For the period of time you have been enrolled at [school], have you been mainly a full-time or part-time student, or an equal mix of both?

[if TCRSCH* = 0 and multiple years of enrollment]
For each of the years you were enrolled at [school], were you mainly a full-time or part-time student, or an equal mix of both?

[if TCRSCH* = 0 and one year of enrollment]
For the period of time you have been enrolled at [school]...

2003
1 = Mainly full-time
2 = Mainly part-time
3 = Equal mix of full-time and part-time

Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section B: Enrollment History

`KBERN01-07`

*Earned degree or certificate from [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If TCRSCH01 = 0]

Have you completed your program of study and received a degree or certificate from [NPSAS]?

[If TCRSCH01 = 1]

Have you already completed a program of study and received a degree or certificate from [NPSAS]?

1 = No, I have not completed a degree or certificate
2 = No, I am only taking classes; I am not enrolled in a degree or certificate program at this school
3 = Yes, I completed a degree or certificate
4 = Yes, I completed a degree or certificate, but I am still enrolled at [NPSAS]


*Instrument code:* KBNEWEN = 1

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

*Sources:* BPS:04/06 full-scale student interview

`KBDGP01-07`

*Type of professional degree at [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If DEGSTAT = 2]

What specific degree do you expect to earn from [school]?

[else]

What specific degree did you earn from [school]?

19 = Ministry or Divinity (MDiv/DMin/MHL/BD/ordination)
20 = Law (JD/LLB)
21 = Medicine (MD) or Osteopathic medicine (DO)
22 = Dentistry (DDS/DMD)
23 = Chiropractic (DC/DCM)
24 = Pharmacy (PharmD)
25 = Optometry (OD)
26 = Podiatry (DPM/DP/PodD)
27 = Veterinary medicine (DVM)
28 = Another undergraduate degree not listed
29 = Another graduate degree not listed

*Applies to:* Respondents who were enrolled at [NPSAS] after June 2004 and who earned or expect to earn a professional degree at [NPSAS] before July 2006.

*Instrument code:* KBNEWEN = 1 and DEGSTAT in (2 3 4 5 6) and DEGTYPE = 10

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

*Sources:* BPS:04/06 full-scale student interview

`KBEXP01-07`

*Expect to earn a degree from [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Do you expect to receive a degree or certificate from [NPSAS] before July 2006?

0 = No, I do not expect to earn a degree or certificate before July 2006
1 = Yes, I expect to earn a degree or certificate before July 2006

*Applies to:* Respondents interviewed in March, April, May, or June of 2006 who have not completed a degree at [NPSAS] and are currently enrolled at [NPSAS].

*Instrument code:* KBNEWEN = 1 and TCRSCH01 in (-9 1) and COMPMON in (3 4 5 6)

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

*Sources:* BPS:04/06 full-scale student interview

`KBDEG01-07`

*Type of degree earned at [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

[If DEGSTAT = 2]

What degree or certificate do you expect to earn from [school]? [If you will be receiving more than one degree or certificate, please select the highest you will earn.]

[else]

What degree or certificate did you earn from [school]? [If you received more than one degree or certificate, please select the highest earned.]

2 = Undergraduate certificate or diploma (occupational or technical program)
3 = Associate's degree
4 = Bachelor's degree—4-year program
5 = Bachelor's degree—5-year program
10 = Professional degree (only includes the following degree programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine)

*Applies to:* Respondents who earned a degree or certificate or expect to earn a degree or certificate at [NPSAS] or another school before July 2006.

*Sources:* BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section B: Enrollment History

**KBDGA01-07**

*Degree awarded in last month of enrollment*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Was your [DEGTYPE] awarded in [last month/year from KBDAT*], the last month you were enrolled at [school]?

- 0 = No
- 1 = Yes

*Applies to: Respondents who completed a degree or certificate at [NPSAS] or another school.*

Sources: BPS:04/06 full-scale student interview

**KBDGMY01-07**

*Date degree was awarded by [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

In what month and year was your [DEGTYPE] awarded?

*Applies to: Respondents who completed a degree or certificate and have reported future enrollment or did not receive their degree or certificate during their last month of enrollment at [NPSAS] or another school.*

Sources: BPS:04/06 full-scale student interview

**KBDEM01-07**

*Month degree will be awarded*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

In what month in 2006 will your [DEGTYPE] be awarded?

- 1 = March
- 2 = April
- 3 = May
- 4 = June

*Applies to: Respondents who expect to complete a degree or certificate at [NPSAS] or another school before July 2006 and were interviewed in March 2006, April 2006, or May 2006.*

Sources: BPS:04/06 full-scale student interview

**KBCMP01-07**

*Completed at least 2 courses at [NPSAS]*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Before leaving [NPSAS], had you completed at least two courses with a passing grade?

- 0 = No
- 1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, who are (not currently enrolled at [NPSAS] and do not expect to complete a degree or certificate at [NPSAS] before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year) or respondents who have completed or expect to complete a degree or certificate before July 2006 at [NPSAS].*

Instrument code: (KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1)) or DEGSTAT in (2 3 4) Recode note: If DEGSTAT in (2 3 4) then KBCMP01 = 1

Note: Prior to June 1, KBCMP01 applied to respondents who were enrolled at [NPSAS] after June 2004 and were not currently enrolled at [NPSAS] and were not taking only classes at [NPSAS] -or respondents who have completed or expect to complete a degree or certificate before July 2006 at [NPSAS]. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KBLVA01-07**

*Left [NPSAS]: academic problems*

(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?

(Please check all that apply.)

Academic problems

- 0 = No
- 1 = Yes

*Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.*

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVA01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section B: Enrollment History

**KBLVB01-07**  
Left [NPSAS]: scheduling problems  
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)  
Why did you decide to leave [NPSAS]?  
(Please check all that apply.)  
Classes not available or scheduling not convenient  
0 = No  
1 = Yes  
Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.  
Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1  
Note: Prior to June 1, KBLVB01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview

**KBLVD01-07**  
Left [NPSAS]: financial reasons  
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)  
Why did you decide to leave [NPSAS]?  
(Please check all that apply.)  
Financial reasons  
0 = No  
1 = Yes  
Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.  
Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1  
Note: Prior to June 1, KBLVD01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview

**KBLVC01-07**  
Left [NPSAS]: Dissatisfaction with program  
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)  
Why did you decide to leave [NPSAS]?  
(Please check all that apply.)  
Dissatisfaction with program, school, campus, or faculty  
0 = No  
1 = Yes  
Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.  
Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1  
Note: Prior to June 1, KBLVC01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section B: Enrollment History

**KBLVE01-07**

Left [NPSAS]: family responsibilities
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?
(Please check all that apply.)

Family responsibilities

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Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVE01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

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

Sources: BPS:04/06 full-scale student interview

**KBLVG01-07**

Left [NPSAS]: finished desired classes
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?
(Please check all that apply.)

Finished taking desired classes

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Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVG01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

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

Sources: BPS:04/06 full-scale student interview

**KBLVF01-07**

Left [NPSAS]: personal reasons
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?
(Please check all that apply.)

Personal reasons

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Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVF01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

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

Sources: BPS:04/06 full-scale student interview

**KBLVH01-07**

Left [NPSAS]: called for military service
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)

Why did you decide to leave [NPSAS]?
(Please check all that apply.)

Called for military service

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Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.

Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1

Note: Prior to June 1, KBLVH01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006.

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

Sources: BPS:04/06 full-scale student interview
Left [NPSAS]: other
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
Why did you decide to leave [NPSAS]? (Please check all that apply.)
Another reason not listed
 0 = No
 1 = Yes

Applies to: Respondents who were enrolled at [NPSAS] after June 2004, but who are not currently enrolled at [NPSAS] and who were working on a degree or certificate but do not expect to complete before July 2006 and do not plan to attend [NPSAS] during the 2006–2007 school year.
Instrument code: KBNEWEN = 1 and TCRSCH01 = 0 and DEGSTAT = 1 and KBPLAN01 ne 1
Note: Prior to June 1, KBLXA01 applied to respondents who were enrolled at [NPSAS] after June 2004 but not currently enrolled at [NPSAS] who were working on a degree or certificate but do not expect to complete before July 2006. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

Reason for attending [school 2]: complete a degree
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
[If TCRSCH* = 0]
What were your main educational goals in attending [school]? (Please check all that apply.)
[If TCRSCH* = 1]
What are your main educational goals in attending [school]? (Please check all that apply.)
Complete a degree or certificate program at the school
 0 = Not to complete a degree
 1 = Yes, to complete a degree

Applies to: Respondents who provided information about [school 2].
Instrument code: SCHIN02 = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

Reason for attending [school 2]: prepare for transfer
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
[If TCRSCH* = 0]
What were your main educational goals in attending [school]? (Please check all that apply.)
[If TCRSCH* = 1]
What are your main educational goals in attending [school]? (Please check all that apply.)
Prepare for transfer to a 4-year school
 0 = Not to prepare for transfer
 1 = Yes, to prepare for transfer

Applies to: Respondents who provided information about [school 2].
Instrument code: SCHIN02 = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

Reason for attending [school 2]: earn credits
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
[If TCRSCH* = 0]
What were your main educational goals in attending [school]? (Please check all that apply.)
[If TCRSCH* = 1]
What are your main educational goals in attending [school]? (Please check all that apply.)
Earn course credits needed for a program at a different school
 0 = Not to earn credits
 1 = Yes, to earn credits

Applies to: Respondents who provided information about [school 2].
Instrument code: SCHIN02 = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
KBRSND02-07
Reason for attending [school 2]: gain job skills
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
[If TCRSCH* = 0]
What were your main educational goals in attending [school]?
(Please check all that apply.)
[If TCRSCH* = 1]
What are your main educational goals in attending [school]?
(Please check all that apply.)
Gain job or occupational skills
0 = Not to gain job skills
1 = Yes, to gain job skills
Applies to: Respondents who provided information about [school 2].
Instrument code: SCHIN02 = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KBRSNF02-07
Reason for attending [school 2]: none of the above
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
[If TCRSCH* = 0]
What were your main educational goals in attending [school]?
(Please check all that apply.)
[If TCRSCH* = 1]
What are your main educational goals in attending [school]?
(Please check all that apply.)
None of the above
0 = Some of the reasons listed
1 = None of the reasons listed
Applies to: Respondents who provided information about [school 2].
Instrument code: SCHIN02 = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KBRSNE02-07
Reason for attending [school 2]: self-improvement
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
[If TCRSCH* = 0]
What were your main educational goals in attending [school]?
(Please check all that apply.)
[If TCRSCH* = 1]
What are your main educational goals in attending [school]?
(Please check all that apply.)
Take courses solely for recreation, self-improvement or personal interest
0 = Not for self-improvement
1 = Yes, for self-improvement
Applies to: Respondents who provided information about [school 2].
Instrument code: SCHIN02 = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KBPLAN01-07
Enrollment plans at [NPSAS] for 2006-2007
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
[Prior to July 1]
Do you plan to enroll at [NPSAS] at any time during the 2006 - 2007 school year (July 1, 2006 to June 30, 2007)?
[After July 1]
Are you enrolled at [NPSAS] now, or have plans to enroll there at anytime between July 1, 2006 and June 30, 2007?
0 = No
1 = Yes
Instrument code: KBNEWEN = 1
Recode note: If DEGSTAT = 4 then KBPLAN01 = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section B: Enrollment History

**KBENR01-07**
Enrolled at additional school
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
If T_BASEYR = 0
Have you enrolled at any other schools since July 1, 2003?
Else:
Have you enrolled at any other schools since July 1, 2004?
After July 1:
Have you enrolled at any other schools between July 2003/4 and June 30, 2006? (If T_BASEYR = 0 then 2003, else 2004)
0 = No
1 = Yes
Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.
Sources: BPS:04/06 full-scale student interview

**KBCT01-07**
school 1 city
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
school 1 city
Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.
Sources: NPSAS:04 full-scale student interview

**KBST01-07**
school 1 state
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
school 1 state

**KBIPED01-07**
IPEDS school code 1
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
Note: Institutions that could not be coded are included.
9999996 = Foreign institution
9999997 = Institution name unknown
9999998 = Institution city unknown
9999999 = State unknown
Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.
Sources: NPSAS:04 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section B: Enrollment History

KBLEVL01-07
school 1 level
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
school 1 level
1 = 4-year
2 = 2-year
3 = Less-than-2-year
4 = Some other type of school
Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.
Sources: NPSAS:04 full-scale student interview

KBCTRL01-07
school 1 control
(Note: The specs for this variable are the same throughout each additional loop. There was a total of 7 possible loops.)
school 1 control
1 = Public
2 = Private not-for-profit
3 = Private for-profit
4 = Some other type of school
Applies to: Respondents who were enrolled at [NPSAS] after June 2004 or another school after June 2003.
Sources: NPSAS:04 full-scale student interview

KBPRS
Most recent school list
Thinking about the schools you’ve attended [[if multiple schools in 2006]in 2006/only up to 2005 then 2005...], which would you consider [[if multiple schools in 2006]to be/(else) to have been]your main school?
(If you primarily attended more than one school, which of the schools did you attend most recently?)
1 = Dummy response
2 = [Potential primary school 2]
3 = [Potential primary school 3]
4 = [Potential primary school 4]
Applies to: All respondents.
Sources: BPS:04/06 full-scale student interview

KBPRIPSCH
Most recent school fill
Thinking about the schools you’ve attended [[if multiple schools in 2006]in 2006/only up to 2005 then 2005...], which would you consider [[if multiple schools in 2006]to be/(else) to have been]your main school?
(If you primarily attended more than one school, which of the schools did you attend most recently?)
Applies to: All respondents.
Sources: BPS:04/06 full-scale student interview

KBPRIPD
Primary school IPEDS number
Applies to: All respondents.
Sources: BPS:04/06 full-scale student interview

KALT30
Categorical ranges of age
What is your age?  Are you...
1 = Under 24
2 = 24-29
3 = 30 or over
Applies to: Base-year nonrespondents who did not report a date of birth.
Instrument code: Y_BASEYR = 0 and KADOBMY = -9
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KBNUMSCH
Total schools attended
Derived/internal variable KBNUMSCH is calculated based on enrollment history during the 2003-2006 school year and respondents’ reporting of attendance at other institutions. KBNUMSCH includes schools collected from BPS and NPSAS.
If no other schools attended, KBNUMSCH = 1
If 1 other school attended, KBNUMSCH = 2
If 2 other schools attended, KBNUMSCH = 3
If 3 other schools attended, KBNUMSCH = 4
If 4 other schools attended, KBNUMSCH = 5
If 5 other schools attended, KBNUMSCH = 6
If 6 other schools attended, KBNUMSCH = 7
1 = NPSAS only
2 = NPSAS plus one other school
3 = NPSAS plus two other schools
4 = NPSAS plus three other schools
5 = NPSAS plus four other schools
6 = NPSAS plus five other schools
7 = NPSAS plus six other schools
Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
NPSAS:04 full-scale student interview

BPS:04/06 Methodology Report
Section C: Characteristics

TCURENR

Current enrollment

Internal Variable:
Initially set to TCURENR = 0
If PRIMSCH = 1 then TCRSCH* = TCURENR
Note: Some partial completes did not make it far enough in the interview for TCURENR to be determined, so their value of TCURENR will be a -9 by default.

0 = Not currently enrolled
1 = Currently enrolled

Applies to: All respondents.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KCDGBA

4-year bachelor’s degree

Prior to July 1:
[If TCURENR = 1]
What degree or certificate are you currently working on at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
[If TCURENR = 0]
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)

After July 1:
[If TCURENR = 1]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate are you currently working on at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(Please check all that apply.)
4-year bachelor’s degree
0 = No

1 = Yes

Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed a 4-year bachelor’s degree.

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE in (-3 -9 4)))
Recode note: If DEGSTAT in (2 3) (expect degree or already earned) and DEGTYPE = 4 THEN KCDGBA = 1.

Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
KCDGPM
Post-master’s certificate
Prior to July 1:
[If TCURENR = 1]
What degree or certificate are you currently working on at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
[If TCURENR = 0]
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
After July 1:
[If TCURENR = 1]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate are you currently working on at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(Please check all that apply.)
Post-master’s certificate
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed an associate’s degree.
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KCDGAS
Associate’s degree
Prior to July 1:
[If TCURENR = 1]
What degree or certificate are you currently working on at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
[If TCURENR = 0]
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
After July 1:
[If TCURENR = 1]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate are you currently working on at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(Please check all that apply.)
Associate’s degree
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed an associate’s degree.
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE in (-3 -9 3)))
Recode note: If DEGSTAT in (2 3) (expect degree or already earned) and DEGTYPE = 3 THEN KCDGAS = 1.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
KCDGCE
Undergraduate certificate/diploma
Prior to July 1:
[If TCURENR = 1]
What degree or certificate are you currently working on at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
[If TCURENR = 0]
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
After July 1:
[If TCURENR = 1]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate are you currently working on at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(Please check all that apply.)
Undergraduate certificate or diploma (occupational or technical program)
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed a certificate.
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE in (-3 -9 2)))
Recode note: IF DEGSTAT in (2 3) (expect degree or already earned) and DEGTYPE = 2 THEN KCDGCE = 1.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KCDGUND
Undergraduate, no degree
Prior to July 1:
[If TCURENR = 1]
What degree or certificate are you currently working on at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
[If TCURENR = 0]
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
After July 1:
[If TCURENR = 1]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate are you currently working on at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(Please check all that apply.)
Undergraduate, not enrolled in a degree program
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
KCDGPR
Professional degree
Prior to July 1:
[If TCURENR = 1]
What degree or certificate are you currently working on at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your
[DEGTYPE].
(Please check all that apply.)
[If TCURENR = 0]
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your
[DEGTYPE].
(Please check all that apply.)
After July 1:
[If TCURENR = 1]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at
[Primary school].
What degree or certificate are you currently working on at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at
[Primary school].
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(Please check all that apply.)
Professional degree (only includes the following degree programs: chiropractic, dentistry, law,
medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine)
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004
school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed a professional degree.
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))and (DEGSTAT in (1 4) or
(DEGSTAT in (2 3) and DEGTYPE in (-3 -9 10) and KBDGP01 not in (28,29)))
Recode note: If DEGSTAT in (2 3) (expect degree or already earned) and DEGTYPE = 10 and KBDGP* not
in (28,29) THEN KCDGPR = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual
information.
Sources: BPS:04/06 full-scale student interview

KCDGMA
Master’s degree
Prior to July 1:
[If TCURENR = 1]
What degree or certificate are you currently working on at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your
[DEGTYPE].
(Please check all that apply.)
[If TCURENR = 0]
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your
[DEGTYPE].
(Please check all that apply.)
After July 1:
[If TCURENR = 1]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at
[Primary school].
What degree or certificate are you currently working on at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at
[Primary school].
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(Please check all that apply.)
Master’s degree
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004
school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))and (DEGSTAT in (1 4) or
(DEGSTAT in (2 3) and DEGTYPE < 0))
Perturbation procedures were applied to this and other variables to protect against disclosure of individual
information.
Sources: BPS:04/06 full-scale student interview
KCDGDR
Doctoral degree
Prior to July 1:
[If TCURENR = 1]
What degree or certificate are you currently working on at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
[If TCURENR = 0]
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
After July 1:
[If TCURENR = 1]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate are you currently working on at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(Please check all that apply.)
Doctoral degree
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KCDGPB
Post-baccalaureate certificate
Prior to July 1:
[If TCURENR = 1]
What degree or certificate are you currently working on at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
[If TCURENR = 0]
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(if DEGSTAT = 4)
Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].
(Please check all that apply.)
After July 1:
[If TCURENR = 1]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate are you currently working on at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
What degree or certificate were you working on when you were last enrolled at [Primary school]?
(Please check all that apply.)
Post-baccalaureate certificate
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
**KCDG5BA**

5-year bachelor’s degree

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

Graduate, not enrolled in a degree program

0 = No

1 = Yes

Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B.

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE < 0))

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

Sources: BPS:04/06 full-scale student interview

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**KCDGGNG**

Graduate student, no degree program

Prior to July 1:

[If TCURENR = 1]

What degree or certificate are you currently working on at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

[If TCURENR = 0]

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

(Please check all that apply.)

After July 1:

[If TCURENR = 1]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate are you currently working on at [Primary school]?

(Please check all that apply.)

[If TCURENR = 0]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

What degree or certificate were you working on when you were last enrolled at [Primary school]?

(Please check all that apply.)

5-year bachelor’s degree

0 = No

1 = Yes

Applies to: Respondents who have been enrolled at [Primary school] at some point since the 2003–2004 school year and - did not complete a degree at [Primary school] prior to July 2006 or - completed a degree at [Primary school] and were still enrolled there at the time of the interview or - completed a degree but did not provide the type of degree in section B or - completed a 5-year bachelor’s degree.

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (DEGSTAT in (1 4) or (DEGSTAT in (2 3) and DEGTYPE in (-3 -9 5)))

Recode note: If DEGSTAT in (2 3) (expect degree or already earned) and DEGTYPE= 5 THEN KCDG5BA = 1.

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

Sources: BPS:04/06 full-scale student interview
**Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics**

**KCDGPRT**

*Type of professional degree*

- [TCURENR = 1]
  What specific degree are you working on at [Primary school]?
- [TCURENR = 0]
  What specific degree were you working toward when you were last enrolled at [Primary school]?

**Professional degree**

- 19 = Ministry or Divinity  
  (MDiv/DMin/MHL/BD/ordination)
- 20 = Law (JD/LLB)
- 21 = Medicine (MD) or Osteopathic medicine (DO)
- 22 = Dentistry (DDS/DMD)
- 23 = Chiropractic (DC/DCM)
- 24 = Pharmacy (PharmD)
- 25 = Optometry (OD)
- 26 = Podiatry (DPM/DP/PodD)
- 27 = Veterinary medicine (DVM)
- 28 = Another undergraduate degree not listed
- 29 = Another graduate degree not listed

**Applies to:** Respondents who have been enrolled at some point since the 2003–2004 school year and were working on a professional degree.

**Instrument code:** (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCDGPR = 1

**Rcode note:** If DEGSTATIn (2 3) (expect degree or already earned) and DEGTYPE= 10 and KBDGP01 not in (28,29) THEN KCDGPRT = KBDGP*.

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

**Sources:** BPS:04/06 full-scale student interview

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**KCCLTYA**

*Type of class: business*

**Prior to July 1:**

- [IF TCURENR = 1]
  What types of classes have you been taking at [Primary school]?
  (Please check all that apply.)
- [IF TCURENR = 0]
  What types of classes were you taking when you were last enrolled at [Primary school]?
  (Please check all that apply.)

**After July 1:**

- [IF KBERN* = 2]
  For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
- [IF TCURENR = 1]
  What types of classes have you been taking at [Primary school]?
  (Please check all that apply.)
- [IF TCURENR = 0]
  What types of classes were you taking when you were last enrolled at [Primary school]?
  (Please check all that apply.)

**Business**

- 0 = No
- 1 = Yes

**Applies to:** Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.

**Instrument code:** (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

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

**Sources:** BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

**KCCLTYB**

*Type of class: health*

Prior to July 1:
- [If TCURENR = 1]
  - What types of classes have you been taking at [Primary school]? (Please check all that apply.)
- [If TCURENR = 0]
  - What types of classes were you taking when you were last enrolled at [Primary school]? (Please check all that apply.)

After July 1:
- [If KBERN* = 2]
  - For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
- [If TCURENR = 1]
  - What types of classes have you been taking at [Primary school]? (Please check all that apply.)
- [If TCURENR = 0]
  - What types of classes were you taking when you were last enrolled at [Primary school]? (Please check all that apply.)

Health

0 = No  
1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

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

Sources: BPS:04/06 full-scale student interview

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**KCCLTYC**

*Type of class: education*

Prior to July 1:
- [If TCURENR = 1]
  - What types of classes have you been taking at [Primary school]? (Please check all that apply.)
- [If TCURENR = 0]
  - What types of classes were you taking when you were last enrolled at [Primary school]? (Please check all that apply.)

After July 1:
- [If KBERN* = 2]
  - For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
- [If TCURENR = 1]
  - What types of classes have you been taking at [Primary school]? (Please check all that apply.)
- [If TCURENR = 0]
  - What types of classes were you taking when you were last enrolled at [Primary school]? (Please check all that apply.)

Education

0 = No  
1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

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

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

KCCLTYD
Type of class: engineering and engineering technology
Prior to July 1:
[If TCURENR = 1]
What types of classes have you been taking at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
What types of classes were you taking when you were last enrolled at [Primary school]?
(Please check all that apply.)
After July 1:
[If KBERN* = 2]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
[If TCURENR = 1]
What types of classes have you been taking at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
What types of classes were you taking when you were last enrolled at [Primary school]?
(Please check all that apply.)
Engineering and Engineering Technology
- 0 = No
- 1 = Yes
 Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program. 
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information. 
Sources: BPS:04/06 full-scale student interview

KCCLTYE
Type of class: computer and information sciences
Prior to July 1:
[If TCURENR = 1]
What types of classes have you been taking at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
What types of classes were you taking when you were last enrolled at [Primary school]?
(Please check all that apply.)
After July 1:
[If KBERN* = 2]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
[If TCURENR = 1]
What types of classes have you been taking at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
What types of classes were you taking when you were last enrolled at [Primary school]?
(Please check all that apply.)
Computer and Information Sciences
- 0 = No
- 1 = Yes
 Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program. 
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))
 Perturbation procedures were applied to this and other variables to protect against disclosure of individual information. 
Sources: BPS:04/06 full-scale student interview
**KCCLTYF**

*Type of class: social sciences*

Prior to July 1:
- [If TCURENR = 1]
  What types of classes have you been taking at [Primary school]?
  (Please check all that apply.)
- [If TCURENR = 0]
  What types of classes were you taking when you were last enrolled at [Primary school]?
  (Please check all that apply.)

After July 1:
- [If KBERN* = 2]
  For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
- [If TCURENR = 1]
  What types of classes have you been taking at [Primary school]?
  (Please check all that apply.)
- [If TCURENR = 0]
  What types of classes were you taking when you were last enrolled at [Primary school]?
  (Please check all that apply.)

Social Sciences
- 0 = No
- 1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGBP = 0 and KCDG5BA = 0))

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

Sources: BPS:04/06 full-scale student interview

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**KCCLTYG**

*Type of class: natural sciences and mathematics*

Prior to July 1:
- [If TCURENR = 1]
  What types of classes have you been taking at [Primary school]?
  (Please check all that apply.)
- [If TCURENR = 0]
  What types of classes were you taking when you were last enrolled at [Primary school]?
  (Please check all that apply.)

After July 1:
- [If KBERN* = 2]
  For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
- [If TCURENR = 1]
  What types of classes have you been taking at [Primary school]?
  (Please check all that apply.)
- [If TCURENR = 0]
  What types of classes were you taking when you were last enrolled at [Primary school]?
  (Please check all that apply.)

Natural Sciences and Mathematics
- 0 = No
- 1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGBP = 0 and KCDG5BA = 0))

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

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

**KCCLTYH**

*Type of class: arts and humanities*

Prior to July 1:
- [If TCURENR = 1]
  What types of classes have you been taking at [Primary school]?  
  (Please check all that apply.)
- [If TCURENR = 0]
  What types of classes were you taking when you were last enrolled at [Primary school]?  
  (Please check all that apply.)

After July 1:
- [If KBERN* = 2]
  For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
- [If TCURENR = 1]
  What types of classes have you been taking at [Primary school]?  
  (Please check all that apply.)
- [If TCURENR = 0]
  What types of classes were you taking when you were last enrolled at [Primary school]?  
  (Please check all that apply.)

Arts and Humanities  
0 = No  
1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

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

Sources: BPS:04/06 full-scale student interview

**KCCLTYI**

*Type of class: communications*

Prior to July 1:
- [If TCURENR = 1]
  What types of classes have you been taking at [Primary school]?  
  (Please check all that apply.)
- [If TCURENR = 0]
  What types of classes were you taking when you were last enrolled at [Primary school]?  
  (Please check all that apply.)

After July 1:
- [If KBERN* = 2]
  For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
- [If TCURENR = 1]
  What types of classes have you been taking at [Primary school]?  
  (Please check all that apply.)
- [If TCURENR = 0]
  What types of classes were you taking when you were last enrolled at [Primary school]?  
  (Please check all that apply.)

Communications  
0 = No  
1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))

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

Sources: BPS:04/06 full-scale student interview
**KCCLTYJ**

*Type of class: vocational program*

Prior to July 1:
- If TCURENR = 1
  - What types of classes have you been taking at [Primary school]?
    - (Please check all that apply.)
- If TCURENR = 0
  - What types of classes were you taking when you were last enrolled at [Primary school]?
    - (Please check all that apply.)

After July 1:
- If KBERN* = 2
  - For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
- If TCURENR = 1
  - What types of classes have you been taking at [Primary school]?
    - (Please check all that apply.)
- If TCURENR = 0
  - What types of classes were you taking when you were last enrolled at [Primary school]?
    - (Please check all that apply.)

**Vocational Programs**

- 0 = No
- 1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))*

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

*Sources: BPS:04/06 full-scale student interview*

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**KCCLTYK**

*Type of class: university transfer*

Prior to July 1:
- If TCURENR = 1
  - What types of classes have you been taking at [Primary school]?
    - (Please check all that apply.)
- If TCURENR = 0
  - What types of classes were you taking when you were last enrolled at [Primary school]?
    - (Please check all that apply.)

After July 1:
- If KBERN* = 2
  - For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
- If TCURENR = 1
  - What types of classes have you been taking at [Primary school]?
    - (Please check all that apply.)
- If TCURENR = 0
  - What types of classes were you taking when you were last enrolled at [Primary school]?
    - (Please check all that apply.)

**University Transfer**

- 0 = No
- 1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))*

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

*Sources: BPS:04/06 full-scale student interview*
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

**KCCLTYL**

*Type of classes: general education*

Prior to July 1:
[If TCURENR = 1]
What types of classes have you been taking at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
What types of classes were you taking when you were last enrolled at [Primary school]?
(Please check all that apply.)

After July 1:
[If KBERN* = 2]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
[If TCURENR = 1]
What types of classes have you been taking at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
What types of classes were you taking when you were last enrolled at [Primary school]?
(Please check all that apply.)

General education

0 = No
1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))*

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

*Sources: BPS:04/06 full-scale student interview*

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**KCCLTYX**

*Type of class: other*

Prior to July 1:
[If TCURENR = 1]
What types of classes have you been taking at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
What types of classes were you taking when you were last enrolled at [Primary school]?
(Please check all that apply.)

After July 1:
[If KBERN* = 2]
For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].
[If TCURENR = 1]
What types of classes have you been taking at [Primary school]?
(Please check all that apply.)
[If TCURENR = 0]
What types of classes were you taking when you were last enrolled at [Primary school]?
(Please check all that apply.)

Another class not listed

0 = No
1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and were not enrolled in a degree program.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KBERN* = 2 or ((KCDGUND = 1 or KCDGGNG = 1) and KCDGBA = 0 and KCDGPM = 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR = 0 and KCDGPB = 0 and KCDG5BA = 0))*

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

*Sources: BPS:04/06 full-scale student interview*
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

**KCDBLMAJ**

*Major declared/undeclared*

Prior to July 1:

[If TCURENR = 1]

Have you declared a major yet at [Primary school]?

[If TCURENR = 0]

Had you already declared a major when you were last enrolled at [Primary school]?

After July 1:

[(If DEGSTAT in (2 3) and DEGTYPE in (2 3 4 5)) or (If DEGSTAT in (2 3) and DEGTYPE = 10 and KBDGP* in (28 29))]

For the next set of questions, please answer about your most recent enrollment through the end of June 2006 at [Primary school].

[If TCURENR = 1]

Have you declared a major yet at [Primary school]?

[If TCURENR = 0]

Had you already declared a major when you were last enrolled at [Primary school]?

0 = Not in a degree program
1 = Yes, I have declared a major
2 = Yes, I have declared a double major
3 = No, I have not declared a major yet

 Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and - were not working on a professional degree or - were working on a specific professional degree in “chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine” or - were working on professional degrees and no other degree(s) and did not describe their specific professional degree as "chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine."

Instrument code: ((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KCDGPR ne 1) OR ((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDGPR in (28 29) and (KCDGTA ne 1 and KCDG5BA ne 1 and KCDGAS ne 1 and KCDGCE ne 1 and KCDGUND ne 1 and KCDGDR ne 1 and KCDGPR ne 1 and KCDG5BA ne 1 and KCDGMA ne 1 and KCDGPM ne 1 and KCDG5NG ne 1))

Recode note: 1) If KBERN* = 2 then KCDBLMAJ = 0. 2) If (KCDGUND = 1 and KCDGTA=0 and KCDGPM= 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR =0 and KCDGPRB = 0 and KCDG5BA = 0) or (KCDG5NG = 1 and KCDGTA=0 and KCDGPM= 0 and KCDGAS = 0 and KCDGCE = 0 and KCDGPR = 0 and KCDGMA = 0 and KCDGDR =0 and KCDGPRB = 0 and KCDG5BA = 0) then KCDBLMAJ = 0. If KCDGPR = 1 and 19<=KCDGPRT<=27 then KCDBLMAJ = 1.

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

Sources: BPS:04/06 full-scale student interview

**KCMAJ1A**

[TCURENR = 1]

What is your current [if KCDBLMAJ = 2] primary major or field of study at [Primary school]?

(if DEGSTAT = 4)

Please refer to your current enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

[TCURENR = 0]

What was your [if KCDBLMAJ = 2] primary major or field of study at [Primary school] when you were last enrolled there?

(if DEGSTAT = 4)

Please refer to your most recent enrollment at [Primary school], not the enrollment related to your [DEGTYPE].

Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and (not working on a professional degree or (who are not working on professional degrees and another degree and did not describe their specific professional degree as "chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine"))

Instrument code: ((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDGPR ne 1) OR (((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDBLMAJ in (-9 0 1 2 3) AND KCDGPR = 1 and KCDGPR in (28 29) and (KCDGTA ne 1 or KCDGPM ne 1 or KCDGAS ne 1 or KCDGCE ne 1 or KCDGMA ne 1 or KCDGDR ne 1 or KCDGPR ne 1 or KCDG5BA ne 1 or KCDG5NG ne 1))

Recode note: 1) If KCDBLMAJ = 0 then KCMAJ1A = "NOT IN A DEGREE PROGRAM" 2) If KCDBLMAJ = 3 then KCMAJ1A = "UNDECLARED"

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

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

KCMAJ2A
[If TCURENR = 1]

What is your secondary major or field of study at [Primary school]?
(Please do not include a minor.)

[If TCURENR = 0]

What was your secondary major or field of study at [Primary school]?
(Please do not include a minor.)

Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year who did not declare only one major.

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCDBLMAJ not in (1 - 3)

Recode note: If KCDBLMAJ = 0 THEN KCMAJ2A = "NOT IN A DEGREE PROGRAM"
If KCDBLMAJ = 3 THEN KCMAJ2A = "UNDECLARED"

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

Sources: BPS:04/06 full-scale student interview

KCMJ1C2, KCMJ2C2

[If COMPMODE ne 0]

Please bear with me while I code this...
(Use the arrow at the right side of the first dropdown box to display the general areas. Click on the desired general area to select it. Click on the desired specific discipline from the second dropdown box.)

[If COMPMODE = 0]

Please help us categorize [KCMAJ1A] using the dropdown boxes displayed.
You can scroll to display the general areas using the arrow at the right side of the first dropdown box. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

1 = Agriculture/natural resources/related
2 = Architecture and related services
3 = Area/ethnic/cultural/gender studies
4 = Arts--visual and performing
5 = Biological and biomedical sciences
6 = Business/management/marketing/related
7 = Communication/journalism/comm tech
8 = Computer/info sciences/support tech
9 = Construction trades
10 = Education
11 = Engineering technologies/technicians
12 = English language and literature/letters
13 = Family/consumer sciences, human sciences
14 = Foreign languages/literature/linguistics
15 = Health professions/clinical sciences
16 = Legal professions and studies
17 = Library science
18 = Mathematics and statistics
19 = Mechanical/repair technologies/techs
20 = Multi/interdisciplinary studies
21 = Parks/recreation/leisure/fitness studies
22 = Precision production
23 = Cosmetology, funeral services, and culinary services
24 = Philosophy, religion and theology
25 = Physical sciences
26 = Psychology
27 = Public administration/social services
28 = Science technologies/technicians
29 = Security and protective services
30 = Social sciences and history (except psychology)
31 = Transportation and materials moving
32 = Other
33 = Liberal arts and sciences, general studies and humanities
98 = Not in degree program
99 = Undeclared

Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and (not working on a professional degree or (who are not working on professional degrees and another degree and did not describe their specific professional degree as "chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine")

Instrument code: (((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDGPR ne 1) OR (((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDBLMAJ in (-9 0 1 2 3) AND KCDGPR = 1 and KCDGPRT in (28 29) and (KCDGBA ne 1 or KCDGPM ne 1 or KCDGAS ne 1 or KCDGCE ne 1 or KCDGMA ne 1 or KCDGDR ne 1 or KCDGPB ne 1 or KCDG5BA ne 1 or KCDGUND ne 1 or KCDGGNG ne 1)))

Recode note: 1) If KCDBLMAJ = 0 then KCMJ1C2 = 98. 2) If KCDBLMAJ = 3 then KCMJ1C2 = 99

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

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

KCMJ1C4, KCMJ2C4

[If COMPMODE ne 0]
Please bear with me while I code this...
(Use the arrow at the right side of the first dropdown box to display the general areas. Click on the desired general area to select it. Click on the desired specific discipline from the second dropdown box.)

[If COMPMODE = 0]
Please help us categorize [KCMAJ1A] using the dropdown boxes displayed.
You can scroll to display the general areas using the arrow at the right side of the first dropdown box. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

97 = No options chosen
98 = Not in degree program
99 = Undeclared
101 = Agriculture and related sciences
102 = Natural resources and conservation
201 = Architecture
202 = City/urban, community, and regional planning
203 = Drafting/design engineering technologies/technicians
204 = Architecture, planning, and related services, other
301 = Area, ethnic, cultural, and gender studies
401 = Art history, criticism and conservation
402 = Design and applied arts
403 = Drama/theatre arts and stagecraft
404 = Fine and studio art
405 = Music, general
406 = Music history, literature, and theory
407 = Visual and performing arts, other
408 = Commercial and advertising art
409 = Dance
410 = Film/video and photographic arts
411 = Crafts/craft design, folk art and artisanry
501 = General biology
502 = Biochem/biophysics/molecular biology
503 = Botany/plant biology
504 = Genetics
505 = Microbiological sciences and immunology
506 = Physiology, pathology and related sciences
507 = Zoology/animal biology
508 = Biological and biomedical sciences
509 = Biological and physical sciences
510 = Systems science and theory
511 = Biopsychology
512 = Biological/biomedical sciences, other
601 = Accounting and related services
602 = Business administration, management and operations
603 = Business operations support and assistant services
604 = Finance and financial management services
605 = Human resources management and services
606 = Marketing
607 = Business, management, marketing, and related support services, other
608 = Management information systems and services
609 = Real estate
610 = Hospitality Administration/Management
701 = Communication and media studies
702 = Communication technologies
703 = Journalism
704 = Communication/journalism/comm. tech, other
801 = Computer/information technology administration and management
802 = Computer programming
803 = Computer science
804 = Computer software and media applications
805 = Computer systems analysis
806 = Computer systems networking and telecommunications
807 = Data entry/microcomputer applications
808 = Data processing
809 = Information science/studies
810 = Computer and information sciences and support services, other
901 = Construction trades
1001 = Curriculum and instruction
1002 = Educational administration and supervision
1003 = Educational/instructional media design
1004 = Special education and teaching
1005 = Student counseling and personnel services
1006 = Education, other
1007 = Teacher education: Early childhood education and teaching
1008 = Teacher education: Elementary education and teaching
1009 = Teacher education: Secondary education and teaching
1010 = Teacher education: Adult and continuing education and teaching
1011 = Teacher education: Specific levels, other
1012 = Teacher education: Specific subject areas
1013 = Bilingual, multilingual, and multicultural education
1014 = Ed assessment evaluation, and research
1015 = Higher education/higher education administration
1016 = Teaching assistant/aide
1017 = Childcare provider/assistant
1018 = Physical education teaching and coaching
1019 = Education, other
1101 = Biomedical/medical engineering
1102 = Chemical engineering
1103 = Civil engineering
1104 = Computer engineering
1105 = Electrical, electronics and communications engineering
1106 = Engineering technologies/technicians
1107 = Environmental/environmental health engineering
1108 = Mechanical engineering
1109 = Engineering, other
1201 = Creative writing
1202 = American literature
1203 = English literature
1204 = English language and literature/letters, others
1301 = Family and consumer sciences/human sciences
1302 = Family and consumer sciences/human sciences, general
1303 = Child care and support services management
1304 = Child care provider/assistant (also under Education)
1305 = Apparel and textiles
1306 = Family and consumer sciences/human sciences, other
1401 = Romance languages, literatures, and linguistics
1402 = Spanish language and literature
1403 = Foreign languages/literature/linguistics, other
1501 = Health services/allied health/health sciences, general
1502 = Alternative/complementary medicine/sys
1503 = Chiropractic
1504 = Audiology/audiologist, and hearing sciences
1505 = Clinical/medical lab science/allied
1506 = Dental support services/allied
1507 = Dentistry
1508 = Health and medical administrative services
1509 = Health/medical services/allied health
1510 = Health/medical technicians/technologists
1511 = Health/medical preparatory programs
1512 = Medicine, including psychiatry
1513 = Mental/social health services and allied
1514 = Clinical pastoral counseling/patient counseling
1515 = Nursing/registered (RN, ASN, BSN, MSN)
1516 = Nursing science (MS, PhD)
1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)
1518 = Nurse/nursing assistant/aide and patient care assistant
1519 = Optometry
1520 = Osteopathic medicine/osteopathy
1521 = Pharmacy/pharmaceutical sciences/admin
1522 = Podiatric medicine/podiatry
1523 = Public health
1524 = Rehabilitation and therapeutic professions
1525 = Veterinary medicine
1526 = Health aides/attendants/orderlies
1527 = Dietetics and clinical nutrition services
1528 = Health /related clinical services, other
1601 = Law
1602 = Legal support services
1603 = General undergraduate legal studies including pre-law
1604 = Legal professions and studies, other
1701 = Library science
1801 = Mathematics
1802 = Statistics
1803 = Mathematics and statistics, other
1901 = Electrical/electronics maintenance and repair technology
1902 = Heating, air conditioning, ventilation and refrigeration maintenance
1903 = Vehicle maintenance and repair technologies
1904 = Mechanical/repair technologies/techs, other
2001 = Biological and physical sciences
2002 = Systems science and theory
2003 = Biopsychology
2004 = Multi/interdisciplinary studies, other
2101 = Parks, recreation and leisure studies
2102 = Health and physical education/fitness
2201 = Precision metal working
2202 = Woodworking
2203 = Precision production, other
2301 = Cosmetology and related personal grooming services
2302 = Funeral service and mortuary science
2303 = Culinary arts and related services
2304 = Personal and culinary services, other
2401 = Philosophy
2402 = Religion/religious studies
2403 = Theology and religious vocations
2501 = Astronomy and astrophysics
2502 = Atmospheric sciences and meteorology
2503 = Chemistry
2504 = Geological and earth sciences/geosciences
2505 = Physics
2506 = Biological and physical science
2507 = Systems science and theory [main CIP is Multidisc]
2508 = Physical sciences, other
2601 = Behavioral psychology
2602 = Clinical psychology
2603 = Education/school psychology
2604 = Psychology, other
2605 = Biopsychology
2701 = Public administration
2702 = Social work
2703 = Public administration and social service professions, other
2801 = Biology technician/biotechnology laboratory technician
2802 = Nuclear and industrial radiologic technologies/technicians
2803 = Physical science technologies/technicians
2804 = Science technologies/technician, other
2901 = Criminal justice and corrections
2902 = Fire protection
2903 = Security and protective services, other
3001 = Anthropology
3002 = Archeology
3003 = Criminology
3004 = Demography and population studies
3005 = Economics
3006 = Geography and cartography
3007 = History
3008 = International relations and affairs
3009 = Political science and government
3010 = Sociology
3011 = Urban studies/affairs
3012 = Social sciences, other (except psychology)
3101 = Transportation and materials moving
3102 = Air transportation
3103 = Ground transportation
3104 = Transportation and materials moving, other
3201 = Other
3301 = Liberal arts and sciences, general studies and humanities

Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and (not working on a professional degree or (who are not working on professional degrees and another degree and did not describe their specific professional degree as "chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, or veterinary medicine").

INSTRUMENT CODE: ((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDGPR ne 1) OR (((KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) AND KCDBLMAJ in (-9 0 1 2 3) AND KCDGPRT in (28 29) and (KCDGBA ne 1 or KCDGPM ne 1 or KCDGAS ne 1 or KCDGCE ne 1 or KCDGMA ne 1 or KCDGDR ne 1 or KCDGPB ne 1 or KCDG5BA ne 1 or KCDGUND ne 1 or KCDGGNG ne 1)))

Recode note: 1) If KCDBLMAJ = 0 then KCMJ1C4 = 98. 2) If KCDBLMAJ = 3 then KCMJ1C4 = 99

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

Sources: BPS:04/06 full-scale student interview

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**KCUHG YR**

*Undergraduate level last term*

[If TCURENR = 1]

What is your year or level at [Primary school]?

[If TCURENR = 0]

What was your year or level during your most recent term at [Primary school]?

1 = First year or freshman
2 = Second year or sophomore
3 = Third year or junior
4 = Fourth year or senior
5 = Fifth year or higher undergraduate
6 = Unclassified undergraduate
7 = Graduate student

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

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

Sources: BPS:04/06 full-scale student interview

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**KCGPA1**

*GPA measured on 4.00 scale*

[TCURENR = 1]

Is your grade point average (GPA) at [Primary school] measured on a 4.00 scale?

[TCURENR = 0]

Was your grade point average (GPA) at [Primary school] measured on a 4.00 scale?

1 = Yes
2 = No, it is measured on another grading scale
3 = No, school does not award grades
4 = Yes, but no GPA yet

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))

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

Sources: BPS:04/06 full-scale student interview
**KCGPA**

_Cumulative GPA_

[If TCURENR = 1]
What is your cumulative GPA at [Primary school]?

[If TCURENR = 0]
What was your cumulative GPA at [Primary school] through the end of your most recent term there?

Range: 0.00 to 4.00

_Apply to: Respondents who have been enrolled at some point since the 2003–2004 school year who were graded on a 4.0 GPA scale._

_Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCGPA1 = 1_

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

_Sources: BPS:04/06 full-scale student interview_

**KCGPAEST**

_Estimate of GPA_

Which of the following would you say best describes your grade point average at [Primary school] through the end of your most recent term there?

1 = Mostly A’s (3.75 and above)
2 = A’s and B’s (3.25-3.74)
3 = Mostly B’s (2.75-3.24)
4 = B’s and C’s (2.25-2.74)
5 = Mostly C’s (1.75-2.24)
6 = C’s and D’s (1.25-1.74)
7 = Mostly D’s or below (below 1.24)
8 = Don’t know

_Apply to: Respondents who have been enrolled at some point since the 2003–2004 school year who were graded on a scale other than 4.0._

_Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and (KCGPA1 not in (1 3 4) or (KCGPA1 = 1 and KCGPA = -9)_

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

_Sources: BPS:04/06 full-scale student interview_

**KCDROP**

_Ever while enrolled: withdrawn from course after deadline_

[If TCURENR = 1]
While enrolled at [Primary school], have you ever...

[If TCURENR = 0]
While enrolled at [Primary school], did you ever...

[Withdraw/withdrawn] from a course after the normal drop/add deadline.

0 = No
1 = Yes

_Apply to: Respondents who have been enrolled at some point since the 2003–2004 school year._

_Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))_

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

_Sources: BPS:04/06 full-scale student interview_

**KCINCMP**

_Ever while enrolled: receive grade of incomplete_

[If TCURENR = 1]
While enrolled at [Primary school], have you ever...

[If TCURENR = 0]
While enrolled at [Primary school], did you ever...

[Receive/received] a grade of incomplete.

0 = No
1 = Yes

_Apply to: Respondents who have been enrolled at some point since the 2003–2004 school year._

_Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))_

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

_Sources: BPS:04/06 full-scale student interview_

**KCRPT**

_Ever while enrolled: repeat course for higher grade_

[If TCURENR = 1]
While enrolled at [Primary school], have you ever...

[If TCURENR = 0]
While enrolled at [Primary school], did you ever...

[Repeat/Repeated] a course for a higher grade.

0 = No
1 = Yes

_Apply to: Respondents who have been enrolled at some point since the 2003–2004 school year._

_Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))_

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

_Sources: BPS:04/06 full-scale student interview_
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

**KCADVSR**
*Frequency while enrolled: talk with faculty outside class*

[If TCURENR = 1]
Please indicate whether you participate in the following activities never, sometimes, or often.
While enrolled at [Primary school], how often do you...
[If TCURENR = 0]
Please indicate whether you participated in the following activities never, sometimes, or often.
While you were enrolled at [Primary school], how often did you...
Talk with faculty about academic matters, outside of class time
(including e-mail).
   0 = Never
   1 = Sometimes
   2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

Sources: BPS:04/06 full-scale student interview

**KCSOCIAL**
*Frequency while enrolled: social contact with faculty*

[If TCURENR = 1]
Please indicate whether you participate in the following activities never, sometimes, or often.
While enrolled at [Primary school], how often do you...
[If TCURENR = 0]
Please indicate whether you participated in the following activities never, sometimes, or often.
While you were enrolled at [Primary school], how often did you...
Have informal or social contacts with faculty members outside of classrooms and offices.
   0 = Never
   1 = Sometimes
   2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

Sources: BPS:04/06 full-scale student interview

**KCACDMTG**
*Frequency while enrolled: meet with advisor*

[If TCURENR = 1]
Please indicate whether you participate in the following activities never, sometimes, or often.
While enrolled at [Primary school], how often do you...
[If TCURENR = 0]
Please indicate whether you participated in the following activities never, sometimes, or often.
While you were enrolled at [Primary school], how often did you...
Meet with advisor concerning academic plans.
   0 = Never
   1 = Sometimes
   2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

Sources: BPS:04/06 full-scale student interview

**KCSTDYGPG**
*Frequency while enrolled: attend study groups*

[If TCURENR = 1]
Please indicate whether you participate in the following activities never, sometimes, or often.
While enrolled at [Primary school], how often do you...
[If TCURENR = 0]
Please indicate whether you participated in the following activities never, sometimes, or often.
While you were enrolled at [Primary school], how often did you...
Attend study groups outside of the classroom
   0 = Never
   1 = Sometimes
   2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

Sources: BPS:04/06 full-scale student interview
**KCCLUBS**

*Frequency while enrolled: participate in school clubs*

[If TCURENR = 1]

Please indicate whether you participate in the following activities never, sometimes, or often.

While enrolled at [Primary school], how often do you... 

[If TCURENR = 0]

Please indicate whether you participated in the following activities never, sometimes, or often.

While you were enrolled at [Primary school], how often did you...

Participate in school clubs

0 = Never
1 = Sometimes
2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

*Sources: BPS:04/06 full-scale student interview*

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**KCARSPT**

*Frequency while enrolled: participate in sports*

[If TCURENR = 1]

Please indicate whether you participate in the following activities never, sometimes, or often.

While enrolled at [Primary school], how often do you...

[If TCURENR = 0]

Please indicate whether you participated in the following activities never, sometimes, or often.

While you were enrolled at [Primary school], how often did you...

Participate in varsity, intramural, or club sports

0 = Never
1 = Sometimes
2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

*Sources: BPS:04/06 full-scale student interview*

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**KCARTS**

*Frequency while enrolled: attend fine art activities*

[If TCURENR = 1]

Please indicate whether you participate in the following activities never, sometimes, or often.

While enrolled at [Primary school], how often do you...

[If TCURENR = 0]

Please indicate whether you participated in the following activities never, sometimes, or often.

While you were enrolled at [Primary school], how often did you...

Attend music, choir, drama, or other fine arts activities

0 = Never
1 = Sometimes
2 = Often

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

*Sources: BPS:04/06 full-scale student interview*

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**KCSCHRES**

*Residence while enrolled*

[If TCURENR = 1]

While enrolled at [Primary school], do you live on campus, with your parent(s) or guardian(s), or some place else?

[If TCURENR = 0]

When you were last enrolled at [Primary school], did you live on campus, with your parent(s) or guardian(s), or some place else?

1 = On-campus or in other, school-provided housing
2 = With parent(s)/guardian(s)
3 = Some place else (off campus)

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

*Sources: BPS:04/06 full-scale student interview*
KCPARDEC

*Parents deceased*

- **[If TCURENR = 1]**
  While enrolled at [Primary school], do you live on campus, with your parent(s) or guardian(s), or some place else?
- **[If TCURENR = 0]**
  When you were last enrolled at [Primary school], did you live on campus, with your parent(s) or guardian(s), or some place else?

Please check here if both of your parents/guardians are deceased

- 0 = No
- 1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

*Sources: BPS:04/06 full-scale student interview*

KCDISTNC

*Distance in miles from primary school to home*

- **[If TCURENR = 1]**
  How far (in miles) is [Primary school] from your permanent home?
- **[If TCURENR = 0]**
  How far (in miles) was [Primary school] from your permanent home when you were most recently enrolled?

*Mile(s)*

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

*Sources: BPS:04/06 full-scale student interview*

KCNUMJOB

*Number of jobs during last term of enrollment*

- **[If TCURENR = 1]**
  The next few questions focus on any jobs you have for pay while enrolled at [Primary school].
  How many jobs are you currently working for pay -- none, one, or more than one?
- **[If TCURENR = 0]**
  The next few questions focus on any jobs you had for pay during your last term of enrollment at [Primary school].
  How many jobs for pay did you have at that time -- none, one, or more than one?

*Job(s)*

- 0 = None
- 1 = One
- 2 = More than one

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1))*

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

*Sources: BPS:04/06 full-scale student interview*

KCONOFF

*Job on or off campus*

- **[If KCNUMJOB = 1 and TCURENR = 1]**
  Is your job located primarily on or off campus?
- **[If KCNUMJOB > 1 and TCURENR = 1]**
  Since you have more than one job at a time, please refer to the one at which you work the most hours.
  Is your job located primarily on or off campus?
- **[If KCNUMJOB = 1 and TCURENR = 0]**
  Was your job located primarily on or off campus?
- **[If KCNUMJOB > 1 and TCURENR = 0]**
  Since you had more than one job at a time, please refer to the one at which you worked the most hours.
  Was your job located primarily on or off campus?

*1 = On campus
2 = Off campus
3 = Both on and off campus*

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0*

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

*Sources: BPS:04/06 full-scale student interview*
**KCSCHJOB**

*Type of job*

- If COMPMODE = 0
- If KCNUMJOB = 1 and TCURENR = 1
Which of the following best describes your job?
- If KCNUMJOB = 2 and TCURENR = 1
Which of the following best describes your primary job?
- If KCNUMJOB = 1 and TCURENR = 0
Which of the following best describes the job you had when you were last enrolled at [Primary school]?
- If KCNUMJOB = 2 and TCURENR = 0
Which of the following best describes your primary job when you were last enrolled at [Primary school]?
- IF COMPMODE ne 0
- If KCNUMJOB = 1 and TCURENR = 1
Which of the following best describes your job? Do you...
- If KCNUMJOB = 2 and TCURENR = 1
Which of the following best describes your primary job?
- If KCNUMJOB = 1 and TCURENR = 0
Which of the following best describes the job you had when you were last enrolled at [Primary school]?
- If KCNUMJOB = 2 and TCURENR = 0
Which of the following best describes your primary job when you were last enrolled at [Primary school]?

**KCEMPTYP**

*Type of employer*

- If TCURENR = 1
In your job, do you work for...
- If TCURENR = 0
In your job, did you work for...  
  1 = [Primary school]  
  2 = A for-profit company  
  3 = A nonprofit organization  
  4 = A local, state, or federal government  
  5 = The military (including civilian employees of the military)  
  6 = None of the above; I am self-employed

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0  
Recode note: If KCSCHJOB = 6 then KCEMPTYP = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

**KCRELMAJ**

*Job related to major*

- If TCURENR = 1
Would you say your job is related to your major or field of study at [Primary school]?
- If TCURENR = 0
Would you say your job was related to your major or field of study at [Primary school]?

  0 = No  
  1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0  
Recode note: If KCSCHJOB = 6 then KCEMPTYP = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

**KCRELCRS**
*Job related to coursework*

[If TCURENR = 1]
Would you say your job is related to your coursework at [Primary school]?

[If TCURENR = 0]
Would you say your job was related to your coursework at [Primary school]?

0 = No
1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, who worked while enrolled and did not declare at least one major.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0 and KCDBLMAJ in (0 3)

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

Sources: BPS:04/06 full-scale student interview

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**KCEARNT**
*Time frame for school year earnings*

[If KCNUMJOB = 1 and TCURENR = 1]
How much have you earned from your job during the 2005–2006 school year?
Please exclude summer employment unless you were enrolled during the summer.

[If KCNUMJOB > 1 and TCURENR = 1]
How much have you earned from all your jobs during the 2005–2006 school year?
Please exclude summer employment unless you were enrolled during the summer.

[If KCNUMJOB = 1 and TCURENR = 0]
How much did you earn from the job you held during the last school year you were enrolled at [Primary school]?
Please exclude summer employment unless you were enrolled during the summer.

[If KCNUMJOB > 1 and TCURENR = 0]
How much did you earn from all the jobs you held during the last school year you were enrolled at [Primary school]?
Please exclude summer employment unless you were enrolled during the summer.

1 = For the entire school year
2 = Per term/semester
3 = Per month
4 = Per week
5 = Per hour

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0

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

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

**KCERNs**

*Number of months or terms worked*

[If TCURENR = 1]

How many [KCEARNT] will you have worked while you were enrolled at [Primary school] during the 2005–2006 school year?

Please exclude summer employment unless you were enrolled during the summer.

[If TCURENR = 0]

About how many [KCEARNT] did you work during the last school year in which you were enrolled at [Primary school]?

Please exclude summer employment unless you were enrolled during the summer.

 Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, who worked while enrolled and reported their earnings in terms of months or semesters.

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0 and KCEARNT in (2 3)

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

Sources: BPS:04/06 full-scale student interview

**KCWKSWK**

*Proportion of weeks worked while enrolled*

[If TCURENR = 1]

Would you say you work during all the weeks you are enrolled, most of them, half of them, or less than half?

[If TCURENR = 0]

Would you say you worked during all the weeks you were enrolled, most of them, half of them, or less than half?

1 = All
2 = Most
3 = Half
4 = Less than half

 Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, who worked while enrolled and reported positive earnings in weeks or hours.

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0 and KCERNAMT > 0 and KCEARNT in (4 5)

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

Sources: BPS:04/06 full-scale student interview

**KCHOURS**

*Hours worked weekly when last enrolled*

[If KCNUMJOB = 1 and TCURENR = 1]

While enrolled at [Primary school], how many hours do you work per week (on average)?

Please exclude summer hours if you were not enrolled during the summer.

[If KCNUMJOB > 1 and TCURENR = 1]

While enrolled at [Primary school], how many hours do you work per week (on average) at all your jobs?

Please exclude summer hours if you were not enrolled during the summer.

[If KCNUMJOB = 1 and TCURENR = 0]

During your last term of enrollment at [Primary school], how many hours did you work per week (on average)?

Please exclude summer hours if you were not enrolled during the summer.

[If KCNUMJOB > 1 and TCURENR = 0]

During your last term of enrollment at [Primary school], how many hours did you work per week (on average) at all your jobs?

Please exclude summer hours if you were not enrolled during the summer.

Hours

 Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0

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

Sources: BPS:04/06 full-scale student interview

**KCTOTERN**

*Total earnings: section c*

If KCEARNT = 1 THEN KCTOTERN = KCERNAMT;

If KCEARNT = 2 AND 1 <= KCERNS <= 4 THEN KCTOTERN = KCERNAMT * KCERNS

If KCEARNT = 3 AND 1 <= KCERNS <= 12 THEN KCTOTERN = KCERNAMT * KCERNS

If KCEARNT = 4 AND 1 <= KCERNS <= 52 THEN KCTOTERN = KCERNAMT * KCERNS

If KCEARNT = 5 AND 1 <= KCERNS <= 3000 THEN KCTOTERN = KCERNAMT * KCERNS

 Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.

Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0

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

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

**KCENRWRK**  
*Primary role while working*

[If TCURENR = 1]
While enrolled at [Primary school] and working, would you say you are primarily...

[If TCURENR = 0]
While enrolled at [Primary school] and working, would you say you were primarily...

1 = A student working to meet expenses or

2 = An employee who decided to enroll in school

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and who worked while enrolled.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0*

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

*Sources: BPS:04/06 full-scale student interview*

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**KCPRPAA**  
*Help from parents: tuition and fees*

[If TCURENR = 1]
Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]
Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]?

(Please check all that apply.)

Tuition and fees

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCPARDEC ne 1 and KCPARDC2 ne 1.*

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

*Sources: BPS:04/06 full-scale student interview*

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**KCAFFORD**  
*Afford school without working*

[If TCURENR = 0]
Could you have afforded to attend school if you had not worked?

[If TCURENR = 1]
Could you afford to attend school if you were not working?

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, who worked while enrolled and considered themselves students working to meet expenses.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCNUMJOB > 0 and KCENRWRK = 1*

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

*Sources: BPS:04/06 full-scale student interview*

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**KCPRPAB**  
*Help from parents: other educational expenses*

[If TCURENR = 1]
Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]
Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]?

(Please check all that apply.)

Other educational expenses such as books and supplies

0 = No

1 = Yes

*Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.*

*Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCPARDEC ne 1 and KCPARDC2 ne 1.*

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

*Sources: BPS:04/06 full-scale student interview*
**KCPRPAC**

*Help from parents: housing*

[If TCURENR = 1]
Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]
Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]? (Please check all that apply.)

- Housing costs, including utilities
  - 0 = No
  - 1 = Yes

*Applies to:* Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.

*Instrument code:* (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCPARDEC ne 1 and KCPARDC2 ne 1.

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

*Sources:* BPS:04/06 full-scale student interview

**KCPRPAD**

*Help from parents: other living expenses*

[If TCURENR = 1]
Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]
Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]? (Please check all that apply.)

- Other living expenses such as food (meal plan) and transportation
  - 0 = No
  - 1 = Yes

*Applies to:* Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.

*Instrument code:* (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCPARDEC ne 1 and KCPARDC2 ne 1.

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

*Sources:* BPS:04/06 full-scale student interview

**KCPARDC2**

*Parents deceased 2*

[If TCURENR = 1]
Which of the following do your parent(s) or guardian(s) help you pay? (Please check all that apply.)

[If TCURENR = 0]
Which of the following did your parent(s) or guardian(s) help you pay when you were last enrolled at [Primary school]? (Please check all that apply.)

- None of the above - Both parents or guardians are deceased
  - 0 = No
  - 1 = Yes

*Applies to:* Respondents who have been enrolled at some point since the 2003–2004 school year, were under age 30 with both parents still living.

*Instrument code:* (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TAGE < 30 and KCPARDEC ne 1.

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

*Sources:* BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

KCLVA
Drop: academic problems
Why did you decide to leave [Primary school]?
(Please check all that apply.)
Academic problems
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN* ne 1 and ([Primary school] ne [NPSAS])
Note: Prior to June 1, KCLVA applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS]. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KCLVB
Drop: scheduling problems
Why did you decide to leave [Primary school]?
(Please check all that apply.)
Classes not available or scheduling not convenient
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN* ne 1 and ([Primary school] ne [NPSAS])
Note: Prior to June 1, KCLVB applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS]. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KCLVC
Drop: dissatisfaction with program
Why did you decide to leave [Primary school]?
(Please check all that apply.)
Dissatisfaction with program, school, campus, or faculty
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN* ne 1 and ([Primary school] ne [NPSAS])
Note: Prior to June 1, KCLVC applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS]. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KCLVD
Drop: financial reasons
Why did you decide to leave [Primary school]?
(Please check all that apply.)
Financial reasons
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN* ne 1 and ([Primary school] ne [NPSAS])
Note: Prior to June 1, KCLVD applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS]. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section C: Characteristics

KCLVE
Drop: family responsibilities
Why did you decide to leave [Primary school]?
(Please check all that apply.)
Family responsibilities
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN* ne 1 and ([Primary school] ne [NPSAS])
Note: Prior to June 1, KCLVE applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KCLVF
Drop: personal reasons
Why did you decide to leave [Primary school]?
(Please check all that apply.)
Personal reasons
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN* ne 1 and ([Primary school] ne [NPSAS])
Note: Prior to June 1, KCLVF applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KCLVG
Drop: finished desired classes
Why did you decide to leave [Primary school]?
(Please check all that apply.)
Finished taking desired classes
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN* ne 1 and ([Primary school] ne [NPSAS])
Note: Prior to June 1, KCLVG applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KCLVH
Drop: called for military service
Why did you decide to leave [Primary school]?
(Please check all that apply.)
Called for military service
0 = No
1 = Yes
Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], do not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN* ne 1 and ([Primary school] ne [NPSAS])
Note: Prior to June 1, KCLVH applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
**KCLVX**  
*Drop: other*  
Why did you decide to leave [Primary school]?  
(Please check all that apply.)  
Another reason not listed  

- 0 = No  
- 1 = Yes  

*Applies to:* Respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not plan to attend [Primary school] in the 2006–2007 school year, did not complete a degree before July 2006 and [Primary school] is not [NPSAS].  
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and TCURENR = 0 and DEGSTAT = 1 and KBPLAN* ne 1 and ([Primary school] ne [NPSAS])  

Note: Prior to June 1, KCLVX applied to respondents who have been enrolled at some point since the 2003–2004 school year but are not currently enrolled at [Primary school], did not complete a degree before July 2006 and [Primary school] is not [NPSAS].  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview

**KCUGOWE**  
*Amount owed for undergraduate education*  
How much of that amount do you still owe?  
*Applies to:* Respondents who have been enrolled at some point since the 2003–2004 school year and borrowed money for their undergraduate education.  
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCUGLN > 0  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview

**KCRPYST**  
*Currently repaying any education loans*  
Are you currently repaying your education loans?  

- 1 = Yes  
- 2 = No, my loans are paid off  
- 3 = No  

*Applies to:* Respondents who have been enrolled at some point since the 2003–2004 school year and still owe money for their loans.  
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCUGLN > 0 and KCUGOWE ne 0  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview

**KCRPYAMT**  
*Monthly payment on education loans*  
How much do you pay each month on your education loans?  
*Applies to:* Respondents who have been enrolled at some point since the 2003–2004 school year and still owe money for their loans.  
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCUGLN > 0 and KCUGOWE ne 0  
Recode note: If KCRPYST in (2,3) then KCRPYAMT = 0.  
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.  
Sources: BPS:04/06 full-scale student interview
KCFAMLN
Parents helping to repay loans
Are your parents/guardians helping you to repay your education loans?
   0 = No
   1 = Yes
Applies to: Respondents who have been enrolled at some point since the 2003–2004 school year and are currently repaying their loans, who are under age 30 with both parents still living.
Instrument code: (KBNEWEN = 1 or (KBNEWEN in (-9 0 2) and KBANY = 1)) and KCUGLN > 0 and KCUGOWE ne 0 and KCRPYST = 1 and TAGE < 30 and KCPARDEC ne 1 and KCPARDC2 ne 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Section D: Employment

**KDJSTAT**
*Currently employed for those not enrolled*
Are you currently employed?
  0 = No
  1 = Yes
  2 = No, I am waiting to report to work or temporarily laid off
  3 = No, I am a homemaker
  4 = No, I am disabled

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school].
Instrument code: TCURENR = 0 and FUTENR = 0
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KDJBDTY**
*If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.*
What do you do in your job?

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KDJBTTL**
*If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.*
What is your job title?

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section D: Employment

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview

KDOC2C3

[If COMPMODE = 0]

Please click on the entry in the list below that most closely describes [KDJBTL].

If an appropriate entry does not appear in the list, you may search again by changing the keywords in one of the textboxes above, and clicking on one of the "Search" buttons. If you are still unable to find your job by searching, click on the "None of these" button at the bottom of the screen.

[If COMPMODE ne 0]

Please bear with me while I code this...

111 = Top Executives
112 = Advertising, Marketing, Promotions, Public Relations, and Sales Managers
113 = Operations Specialties Managers
119 = Other Management Occupations
131 = Business Operations Specialists
132 = Financial Specialists
151 = Computer Specialists
152 = Mathematical Science Occupations
171 = Architects, Surveyors, and Cartographers
172 = Engineers
173 = Drafters, Engineering, and Mapping Technicians
191 = Life Scientists
192 = Physical Scientists
193 = Social Scientists and Related Workers
194 = Life, Physical, and Social Science Technicians
211 = Counselors, Social Workers, and Other Community and Social Service Specialists
212 = Religious Workers
231 = Lawyers, Judges, and Related Workers
232 = Legal Support Workers
251 = Postsecondary Teachers
252 = Primary, Secondary, and Special Education School Teachers
253 = Other Teachers and Instructors
254 = Librarians, Curators, and Archivists
259 = Other Education, Training, and Library Occupations
271 = Art and Design Workers
272 = Entertainers and Performers, Sports and Related Workers
273 = Media and Communication Workers
274 = Media and Communication Equipment Workers
291 = Health Diagnosing and Treating Practitioners
292 = Health Technologists and Technicians
299 = Other Healthcare Practitioners and Technical Occupations
311 = Nursing, Psychiatric, and Home Health Aides
312 = Occupational and Physical Therapist Assistants and Aides
319 = Other Healthcare Support Occupations
331 = First-Line Supervisors/Managers, Protective Service Workers
332 = Fire Fighting and Prevention Workers
333 = Law Enforcement Workers
339 = Other Protective Service Workers
351 = Supervisors, Food Preparation and Serving Workers
352 = Cooks and Food Preparation Workers
353 = Food and Beverage Serving Workers
359 = Other Food Preparation and Serving Related Workers
371 = Supervisors, Building and Grounds Cleaning and Maintenance Workers
372 = Building Cleaning and Pest Control Workers
373 = Grounds Maintenance Workers
391 = Supervisors, Personal Care and Service Workers
392 = Animal Care and Service Workers
393 = Entertainment Attendants and Related Workers
394 = Funeral Service Workers
395 = Personal Appearance Workers
396 = Transportation, Tourism, and Lodging Attendants
399 = Other Personal Care and Service Workers
411 = Supervisors, Sales Workers
412 = Retail Sales Workers
413 = Sales Representatives, Services
414 = Sales Representatives, Wholesale and Manufacturing
419 = Other Sales and Related Workers
431 = Supervisors, Office and Administrative Support Workers
432 = Communications Equipment Operators
433 = Financial Clerks
434 = Information and Record Clerks
435 = Material Recording, Scheduling, Dispatching, and Distributing Workers
436 = Secretaries and Administrative Assistants
439 = Other Office and Administrative Support Workers
451 = Psychiatric Mental Health Practitioners
452 = Psychiatric Mental Health Counselors
453 = Substance Abuse and Behavioral Health Counselors
455 = Other Substance Abuse and Behavioral Health Practitioners
459 = Other Health Practitioners and Technicians
Appendix F. Facsimile of Full-scale Instrument—Section D: Employment

KDOC2C6
[If COMPMODE = 0]
Please click on the entry in the list below that most closely describes [KDBTL].
If an appropriate entry does not appear in the list, you may search again by changing the keywords in one of the textboxes above, and clicking on one of the "Search" buttons. If you are still unable to find your job by searching, click on the "None of these" button at the bottom of the screen.
[If COMPMODE ne 0]
Please bear with me while I code this...

111011 = Chief Executives
111021 = General and Operations Managers
111031 = Legislators
112011 = Advertising and Promotions Managers
112012 = Sales Managers
112021 = Marketing Managers
112031 = Public Relations Managers
113011 = Administrative Services Managers
113021 = Computer and Information Systems Managers
113031 = Financial Managers
113041 = Compensation and Benefits Managers
113042 = Training and Development Managers
113049 = Human Resources Managers, All Other
113051 = Industrial Production Managers
113061 = Purchasing Managers
113071 = Transportation, Storage, and Distribution Managers
119011 = Farm, Ranch, and Other Agricultural Managers
119012 = Farmers and Ranchers
119021 = Construction Managers
119031 = Education Administrators, Preschool and Child Care Center/Program
119032 = Education Administrators, Elementary and Secondary School
119033 = Education Administrators, Postsecondary
119039 = Education Administrators, All Other
119041 = Engineering Managers
119051 = Food Service Managers
119061 = Funeral Directors
119071 = Gaming Managers
119081 = Lodging Managers
119111 = Medical and Health Services Managers
119121 = Natural Sciences Managers
119131 = Postmasters and Mail Superintendents
119141 = Property, Real Estate, and Community Association Managers
119151 = Social and Community Service Managers
119199 = Managers, All Other
131011 = Agents and Business Managers of Artists, Performers, and Athletes
131021 = Purchasing Agents and Buyers, Farm Products

451 = Supervisors, Farming, Fishing, and Forestry Workers
452 = Agricultural Workers
453 = Fishing and Hunting Workers
454 = Forest, Conservation, and Logging Workers
471 = Supervisors, Construction and Extraction Workers
472 = Construction Trades Workers
473 = Helpers, Construction Trades
474 = Other Construction and Related Workers
475 = Extraction Workers
491 = Supervisors of Installation, Maintenance, and Repair Workers
492 = Electrical and Electronic Equipment Mechanics, Installers, and Repairers
493 = Vehicle and Mobile Equipment Mechanics, Installers, and Repairers
499 = Other Installation, Maintenance, and Repair Occupations
511 = Supervisors, Production Workers
512 = Assemblers and Fabricators
513 = Food Processing Workers
514 = Metal Workers and Plastic Workers
515 = Printing Workers
516 = Textile, Apparel, and Furnishings Workers
517 = Woodworkers
518 = Plant and System Operators
519 = Other Production Occupations
531 = Supervisors, Transportation and Material Moving Workers
532 = Air Transportation Workers
533 = Motor Vehicle Operators
534 = Rail Transportation Workers
535 = Water Transportation Workers
536 = Other Transportation Workers
537 = Material Moving Workers
551 = Military Officer Special and Tactical Operations Leaders/Managers
552 = First-Line Enlisted Military Supervisor/Managers
553 = Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members

 Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
<p>| 131022 = Wholesale and Retail Buyers, Except Farm Products | 152041 = Statisticians |
| 131023 = Purchasing Agents, Except Wholesale, Retail, and Farm Products | 152091 = Mathematical Technicians |
| 131031 = Claims Adjusters, Examiners, and Investigators | 152099 = Mathematical Scientists, All Other |
| 131032 = Insurance Appraisers, Auto Damage | 171011 = Architects, Except Landscape and Naval |
| 131041 = Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation | 171012 = Landscape Architects |
| 131051 = Cost Estimators | 171021 = Cartographers and Photogrammetrists |
| 131061 = Emergency Management Specialists | 171022 = Surveyors |
| 131071 = Employment, Recruitment, and Placement Specialists | 172011 = Aerospace Engineers |
| 131072 = Compensation, Benefits, and Job Analysis Specialists | 172021 = Agricultural Engineers |
| 131073 = Training and Development Specialists | 172031 = Biomedical Engineers |
| 131079 = Human Resources, Training, and Labor Relations Specialists, All Other | 172041 = Chemical Engineers |
| 131081 = Logisticians | 172051 = Civil Engineers |
| 131111 = Management Analysts | 172061 = Computer Hardware Engineers |
| 131121 = Meeting and Convention Planners | 172071 = Electrical Engineers |
| 131199 = Business Operations Specialists, All Other | 172072 = Electronics Engineers, Except Computer |
| 132011 = Accountants and Auditors | 172081 = Environmental Engineers |
| 132021 = Appraisers and Assessors of Real Estate | 172111 = Health and Safety Engineers, Except Mining Safety Engineers and Inspectors |
| 132031 = Budget Analysts | 172112 = Industrial Engineers |
| 132041 = Credit Analysts | 172121 = Marine Engineers and Naval Architects |
| 132051 = Financial Analysts | 172131 = Materials Engineers |
| 132052 = Personal Financial Advisors | 172141 = Mechanical Engineers |
| 132053 = Insurance Underwriters | 172151 = Mining and Geological Engineers, Including Mining Safety Engineers |
| 132061 = Financial Examiners | 172161 = Nuclear Engineers |
| 132071 = Loan Counselors | 172171 = Petroleum Engineers |
| 132072 = Loan Officers | 172199 = Engineers, All Other |
| 132081 = Tax Examiners, Collectors, and Revenue Agents | 173011 = Architectural and Civil Drafters |
| 132082 = Tax Preparers | 173012 = Electrical and Electronics Drafters |
| 132099 = Financial Specialists, All Other | 173013 = Mechanical Drafters |
| 151011 = Computer and Information Scientists, Research | 173019 = Drafters, All Other |
| 151021 = Computer Programmers | 173021 = Aerospace Engineering and Operations Technicians |
| 151031 = Computer Software Engineers, Applications | 173022 = Civil Engineering Technicians |
| 151032 = Computer Software Engineers, Systems Software | 173023 = Electrical and Electronic Engineering Technicians |
| 151041 = Computer Support Specialists | 173024 = Electro-Mechanical Technicians |
| 151051 = Computer Systems Analysts | 173025 = Environmental Engineering Technicians |
| 151061 = Database Administrators | 173026 = Industrial Engineering Technicians |
| 151071 = Network and Computer Systems Administrators | 173027 = Mechanical Engineering Technicians |
| 151081 = Network Systems and Data Communications Analysts | 173029 = Engineering Technicians, Except Drafters, All Other |
| 151099 = Computer Specialists, All Other | 173031 = Surveying and Mapping Technicians |
| 152011 = Actuaries | 191011 = Animal Scientists |
| 152021 = Mathematicians | 191012 = Food Scientists and Technologists |
| 152031 = Operations Research Analysts | 191013 = Soil and Plant Scientists |
| | 191021 = Biochemists and Biophysicists |
| | 191022 = Microbiologists |
| | 191023 = Zoologists and Wildlife Biologists |
| | 191029 = Biological Scientists, All Other |
| | 191031 = Conservation Scientists |
| | 191032 = Foresters |
| | 191041 = Epidemiologists |
| | 191042 = Medical Scientists, Except Epidemiologists |
| | 191099 = Life Scientists, All Other |</p>
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<td>Physicists</td>
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<td>192021</td>
<td>Atmospheric and Space Scientists</td>
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<td>192031</td>
<td>Chemists</td>
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<td>Industrial-Organizational Psychologists</td>
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<td>193051</td>
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<td>Anthropologists and Archeologists</td>
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<td>Geographers</td>
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<td>193093</td>
<td>Historians</td>
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<td>193094</td>
<td>Political Scientists</td>
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<td>Geological and Petroleum Technicians</td>
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<td>Social Science Research Assistants</td>
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<td>Environmental Science and Protection Technicians, Including Health</td>
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<td>Forensic Science Technicians</td>
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<td>194093</td>
<td>Forest and Conservation Technicians</td>
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<td>Life, Physical, and Social Science Technicians, All Other</td>
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<td>Substance Abuse and Behavioral Disorder Counselors</td>
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<td>Marriage and Family Therapists</td>
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<td>Medical and Public Health Social Workers</td>
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<td>Health Educators</td>
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<td>Probation Officers and Correctional Treatment Specialists</td>
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<td>Administrative Law Judges, Adjudicators, and Hearing Officers</td>
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<td>Arbitrators, Mediators, and Conciliators</td>
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<td>Judges, Magistrate Judges, and Magistrates</td>
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<td>Paralegals and Legal Assistants</td>
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<td>Title Examiners, Abstractors, and Searchers</td>
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251082 = Library Science Teachers, Postsecondary
251111 = Criminal Justice and Law Enforcement Teachers, Postsecondary
251112 = Law Teachers, Postsecondary
251113 = Social Work Teachers, Postsecondary
251121 = Art, Drama, and Music Teachers, Postsecondary
251122 = Communications Teachers, Postsecondary
251123 = English Language and Literature Teachers, Postsecondary
251124 = Foreign Language and Literature Teachers, Postsecondary
251125 = History Teachers, Postsecondary
251126 = Philosophy and Religion Teachers, Postsecondary
251191 = Graduate Teaching Assistants
251192 = Home Economics Teachers, Postsecondary
251193 = Recreation and Fitness Studies Teachers, Postsecondary
251194 = Vocational Education Teachers, Postsecondary
251199 = Postsecondary Teachers, All Other
252011 = Preschool Teachers, Except Special Education
252012 = Kindergarten Teachers, Except Special Education
252021 = Elementary School Teachers, Except Special Education
252022 = Middle School Teachers, Except Special and Vocational Education
252023 = Vocational Education Teachers, Middle School
252031 = Secondary School Teachers, Except Special and Vocational Education
252032 = Vocational Education Teachers, Secondary School
252041 = Special Education Teachers, Preschool, Kindergarten, and Elementary School
252042 = Special Education Teachers, Middle School
252043 = Special Education Teachers, Secondary School
253011 = Adult Literacy, Remedial Education, and GED Teachers and Instructors
253021 = Self-Enrichment Education Teachers
253099 = Teachers and Instructors, All Other
254011 = Archivists
254012 = Curators
254013 = Museum Technicians and Conservators
254021 = Librarians
254031 = Library Technicians
259011 = Audio-Visual Collections Specialists
259021 = Farm and Home Management Advisors
259031 = Instructional Coordinators
259041 = Teacher Assistants
259099 = Education, Training, and Library Workers, All Other
271011 = Art Directors
271012 = Craft Artists
271013 = Fine Artists, Including Painters, Sculptors, and Illustrators
271014 = Multi-Media Artists and Animators
271019 = Artists and Related Workers, All Other
271021 = Commercial and Industrial Designers
271022 = Fashion Designers
271023 = Floral Designers
271024 = Graphic Designers
271025 = Interior Designers
271026 = Merchandise Displayers and Window Trimmers
271027 = Set and Exhibit Designers
271029 = Designers, All Other
272011 = Actors
272012 = Producers and Directors
272021 = Athletes and Sports Competitors
272022 = Coaches and Scouts
272023 = Umpires, Referees, and Other Sports Officials
272031 = Dancers
272032 = Choreographers
272041 = Music Directors and Composers
272042 = Musicians and Singers
272099 = Entertainers and Performers, Sports and Related Workers, All Other
273011 = Radio and Television Announcers
273012 = Public Address System and Other Announcers
273021 = Broadcast News Analysts
273022 = Reporters and Correspondents
273031 = Public Relations Specialists
273041 = Editors
273042 = Technical Writers
273043 = Writers and Authors
273091 = Interpreters and Translators
273099 = Media and Communication Workers, All Other
274011 = Audio and Video Equipment Technicians
274012 = Broadcast Technicians
274013 = Radio Operators
274014 = Sound Engineering Technicians
274021 = Photographers
274031 = Camera Operators, Television, Video, and Motion Picture
274032 = Film and Video Editors
274099 = Media and Communication Equipment Workers, All Other
291011 = Chiropractors
291021 = Dentists, General
291022 = Oral and Maxillofacial Surgeons
291023 = Orthodontists
291024 = Prosthodontists
291029 = Dentists, All Other Specialists
291031 = Dietitians and Nutritionists
291041 = Optometrists
291051 = Pharmacists
291061 = Anesthesiologists
291062 = Family and General Practitioners
291063 = Internists, General
291064 = Obstetricians and Gynecologists
291065 = Pediatricians, General
291066 = Psychiatrists
291067 = Surgeons
291069 = Physicians and Surgeons, All Other
291071 = Physician Assistants
291081 = Podiatrists
291111 = Registered Nurses
291121 = Audiologists
291122 = Occupational Therapists
291123 = Physical Therapists
291124 = Radiation Therapists
291125 = Recreational Therapists
291126 = Respiratory Therapists
291127 = Speech-Language Pathologists
291129 = Therapists, All Other
291131 = Veterinarians
291199 = Health Diagnosing and Treating Practitioners, All Other
292011 = Medical and Clinical Laboratory Technologists
292012 = Medical and Clinical Laboratory Technicians
292021 = Dental Hygienists
292031 = Cardiovascular Technologists and Technicians
292032 = Diagnostic Medical Sonographers
292033 = Nuclear Medicine Technologists
292034 = Radiologic Technologists and Technicians
292041 = Emergency Medical Technicians and Paramedics
292051 = Dietetic Technicians
292052 = Pharmacy Technicians
292053 = Psychiatric Technicians
292054 = Respiratory Therapy Technicians
292055 = Surgical Technologists
292056 = Veterinary Technologists and Technicians
292061 = Licensed Practical and Licensed Vocational Nurses
292071 = Medical Records and Health Information Technicians
292081 = Opticians, Dispensing
292091 = Orthotists and Prosthetists
292099 = Health Technologists and Technicians, All Other
299011 = Occupational Health and Safety Specialists
299012 = Occupational Health and Safety Technicians
299091 = Athletic Trainers
299099 = Healthcare Practitioners and Technical Workers, All Other
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311012 = Nursing Aides, Orderlies, and Attendants
311013 = Psychiatric Aides
312011 = Occupational Therapist Assistants
312012 = Occupational Therapist Aides
312021 = Physical Therapist Assistants
312022 = Physical Therapist Aides
319011 = Massage Therapists
319091 = Dental Assistants
319092 = Medical Assistants
319093 = Medical Equipment Preparers
319094 = Medical Transcriptionists
319095 = Pharmacy Aides
319096 = Veterinary Assistants and Laboratory Animal Caretakers
319099 = Healthcare Support Workers, All Other
331011 = First-Line Supervisors/Managers of Correctional Officers
331012 = First-Line Supervisors/Managers of Police and Detectives
331021 = First-Line Supervisors/Managers of Fire Fighting and Prevention Workers
331099 = First-Line Supervisors/Managers, Protective Service Workers, All Other
332011 = Fire Fighters
332021 = Fire Inspectors and Investigators
332022 = Forest Fire Inspectors and Prevention Specialists
333011 = Bailiffs
333012 = Correctional Officers and Jailers
333021 = Detectives and Criminal Investigators
333031 = Fish and Game Wardens
333041 = Parking Enforcement Workers
333051 = Police and Sheriff's Patrol Officers
333052 = Transit and Railroad Police
339011 = Animal Control Workers
339021 = Private Detectives and Investigators
339031 = Gaming Surveillance Officers and Gaming Investigators
339032 = Security Guards
339091 = Crossing Guards
339092 = Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers
339099 = Protective Service Workers, All Other
351011 = Chefs and Head Cooks
351012 = First-Line Supervisors/Managers of Food Preparation and Serving Workers
352011 = Cooks, Fast Food
352012 = Cooks, Institution and Cafeteria
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### Appendix F. Facsimile of Full-scale Instrument—Section D: Employment

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<td>472121</td>
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<td>472131</td>
<td>Insulation Workers, Floor, Ceiling, and Wall</td>
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<td>472132</td>
<td>Insulation Workers, Mechanical</td>
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<td>472141</td>
<td>Painters, Construction and Maintenance</td>
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<tr>
<td>472142</td>
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<td>472151</td>
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<td>472152</td>
<td>Plumbers, Pipefitters, and Steamfitters</td>
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<td>472161</td>
<td>Plasterers and Stucco Masons</td>
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<td>Reinforcing Iron and Rebar Workers</td>
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<td>472181</td>
<td>Roofers</td>
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<td>Sheet Metal Workers</td>
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<td>Structural Iron and Steel Workers</td>
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<td>Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters</td>
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<td>473012</td>
<td>Helpers--Carpenters</td>
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<td>Helpers--Electricians</td>
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<td>Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters</td>
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<td>475012</td>
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<td>475013</td>
<td>Service Unit Operators, Oil, Gas, and Mining</td>
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<td>Earth Drillers, Except Oil and Gas</td>
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<td>Explosives Workers, Ordnance Handling Experts, and Blasters</td>
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<td>Continuous Mining Machine Operators</td>
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<td>Mine Cutting and Channeling Machine Operators</td>
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<td>492022</td>
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<td>Electric Motor, Power Tool, and Related Repairers</td>
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<td>Electrical and Electronics Repairers, Commercial and Industrial Equipment</td>
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<td>Automotive Body and Related Repairers</td>
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<td>Bus and Truck Mechanics and Diesel Engine Specialists</td>
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<td>Mobile Heavy Equipment Mechanics, Except Engines</td>
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<td>Rail Car Repairers</td>
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<td>Motorcycle Mechanics</td>
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<td>Outdoor Power Equipment and Other Small Engine Mechanics</td>
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<td>Tire Repairers and Changers</td>
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<td>Control and Valve Installers and Repairers, Except Mechanical Door</td>
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<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers</td>
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<td>Industrial Machinery Mechanics</td>
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<td>Refractory Materials Repairers, Except Brickmasons</td>
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<td>Electrical Power-Line Installers and Repairers</td>
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<td>Telecommunications Line Installers and Repairers</td>
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499061 = Camera and Photographic Equipment Repairers
499062 = Medical Equipment Repairers
499063 = Musical Instrument Repairers and Tuners
499064 = Watch Repairers
499069 = Precision Instrument and Equipment Repairers, All Other
499091 = Coin, Vending, and Amusement Machine Servicers and Repairers
499092 = Commercial Divers
499093 = Fabric Menders, Except Garment
499094 = Locksmiths and Safe Repairers
499095 = Manufactured Building and Mobile Home Installers
499096 = Riggers
499097 = Signal and Track Switch Repairers
499098 = Helpers--Installation, Maintenance, and Repair Workers
499099 = Installation, Maintenance, and Repair Workers, All Other
511011 = First-Line Supervisors/Managers of Production and Operating Workers
512011 = Aircraft Structure, Surfaces, Rigging, and Systems Assemblers
512021 = Coil Winders, Tapers, and Finishers
512022 = Electrical and Electronic Equipment Assemblers
512023 = Electromechanical Equipment Assemblers
512031 = Engine and Other Machine Assemblers
512041 = Structural Metal Fabricators and Fitters
512091 = Fiberglass Laminators and Fabricators
512092 = Team Assemblers
512093 = Timing Device Assemblers, Adjusters, and Calibrators
512099 = Assemblers and Fabricators, All Other
513011 = Bakers
513021 = Butchers and Meat Cutters
513022 = Meat, Poultry, and Fish Cutters and Trimmers
513023 = Slaughterers and Meat Packers
513091 = Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders
513092 = Food Batchmakers
513093 = Food Cooking Machine Operators and Tenders
514011 = Computer-Controlled Machine Tool Operators, Metal and Plastic
514012 = Numerical Tool and Process Control Programmers
514021 = Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
514022 = Forging Machine Setters, Operators, and Tenders, Metal and Plastic
514023 = Rolling Machine Setters, Operators, and Tenders, Metal and Plastic
514031 = Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
514032 = Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
514033 = Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic
514034 = Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic
514035 = Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic
514041 = Machinists
514051 = Metal-Refining Furnace Operators and Tenders
514052 = Pourers and Casters, Metal
514061 = Model Makers, Metal and Plastic
514062 = Patternmakers, Metal and Plastic
514071 = Foundry Mold and Coremakers
514072 = Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic
514081 = Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
514111 = Tool and Die Makers
514121 = Welders, Cutters, Solderers, and Brazers
514122 = Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders, Metal and Plastic
514191 = Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic
514192 = Lay-Out Workers, Metal and Plastic
514193 = Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic
514194 = Tool Grinders, Filers, and Sharpeners
514199 = Metal Workers and Plastic Workers, All Other
515011 = Bindery Workers
515012 = Bookbinders
515021 = Job Printers
515022 = Prepress Technicians and Workers
515023 = Printing Machine Operators
516011 = Laundry and Dry-Cleaning Workers
516021 = Pressers, Textile, Garment, and Related Materials
516031 = Sewing Machine Operators
516041 = Shoemakers and Repairers
516042 = Shoe Machine Operators and Tenders
516051 = Sewers, Hand
516052 = Tailors, Dressmakers, and Custom Sewers
516061 = Textile Bleaching and Dyeing Machine Operators and Tenders
516062 = Textile Cutting Machine Setters, Operators, and Tenders
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<td>Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders</td>
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<td>Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers</td>
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<td>Fabric and Apparel Patternmakers</td>
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<td>Upholsterers</td>
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<td>Textile, Apparel, and Furnishings Workers, All Other</td>
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<td>Cabinetmakers and Bench Carpenters</td>
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<td>Sawing Machine Setters, Operators, and Tenders, Wood</td>
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<td>Woodworking Machine Setters, Operators, and Tenders, Except Sawing</td>
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<td>Woodworkers, All Other</td>
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<td>Nuclear Power Reactor Operators</td>
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<td>Power Distributors and Dispatchers</td>
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<td>Power Plant Operators</td>
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<td>Stationary Engineers and Boiler Operators</td>
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<td>Water and Liquid Waste Treatment Plant and System Operators</td>
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<td>Chemical Plant and System Operators</td>
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<td>Gas Plant Operators</td>
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<td>Petroleum Pump System Operators, Refinery Operators, and Gaugers</td>
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<td>Plant and System Operators, All Other</td>
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<td>Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders</td>
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<td>Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders</td>
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<td>Grinding and Polishing Workers, Hand</td>
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<td>Mixing and Blending Machine Setters, Operators, and Tenders</td>
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<td>Cutters and Trimmers, Hand</td>
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<td>519032</td>
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<td>Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders</td>
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<td>Inspectors, Testers, Sorters, Samplers, and Weighers</td>
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<td>Jewelers and Precious Stone and Metal Workers</td>
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<td>Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders</td>
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<td>Cooling and Freezing Equipment Operators and Tenders</td>
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<td>Tire Builders</td>
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<td>Aircraft Cargo Handling Supervisors</td>
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<td>First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand</td>
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<td>First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators</td>
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<td>Airline Pilots, Copilots, and Flight Engineers</td>
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<td>Ambulance Drivers and Attendants, Except Emergency Medical Technicians</td>
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<td>Bus Drivers, Transit and Intercity</td>
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<td>Locomotive Firers</td>
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<td>Rail Yard Engineers, Dinkey Operators, and Hostlers</td>
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<td>Subway and Streetcar Operators</td>
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Appendix F. Facsimile of Full-scale Instrument—Section D: Employment

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview

KDCURTYP

**Type of employer**

Job title: [KDJBTTL]

How would you describe your current employer?

2 = A for-profit company
3 = A nonprofit organization
4 = A local, state, or federal government
5 = The military (including civilian employees of the military)
6 = Or are you self-employed?

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section D: Employment

**KDIND**

*If KDCURTYP = 6*

What is your primary industry or business?

*else*

What does your employer do? That is, what is your employer’s primary industry or business?

**Applies to:** Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

**Instrument code:** TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

**Recode note:** If KDCURTYP = 5 then KDIND = "MILITARY"

*Note:* Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

*Sources:* BPS:04/06 full-scale student interview

**KDINDCD**

*If COMPMODE = 0 and KDCURTYP ne 6*

**Occupation:** [KDJBTL]

**Industry:** [KDIND]

From the list below, please select the category which best describes your employer’s industry or business area. As you click on a selection, examples of the industry will be displayed in the box.

*If COMPMODE = 0 and KDCURTYP = 6*

**Occupation:** [KDJBTL]

**Industry:** [KDIND]

From the list below, please select the category which best describes your industry or business area. As you click on a selection, examples of the industry will be displayed in the box.

*If COMPMODE ne 0 and KDCURTYP ne 6*

Please bear with me while I code this...

**Occupation:** [KDJBTL]

**Industry:** [KDIND]

(From the list below, please select the category which best describes the respondent’s employer’s industry or business area. As you click on a selection, examples of the industry will be displayed in the box.)

*If COMPMODE ne 0 and KDCURTYP = 6*

Please bear with me while I code this...

**Occupation:** [KDJBTL]

**Industry:** [KDIND]

(From the list below, please select the category which best describes the respondent’s industry or business area. As you click on a selection, examples of the industry will be displayed in the box.)

0 = None listed

11 = Agriculture, forestry, fishing, hunting

21 = Mining

22 = Utilities

23 = Construction

31 = Manufacturing

42 = Wholesale trade

44 = Retail/retail trade

48 = Transportation and warehousing

51 = Information/communication/data processing

52 = Finance and insurance

53 = Real estate and rental and leasing

54 = Professional, scientific, and technical services

55 = Management of companies and enterprises

61 = Education/education services

62 = Health care and social assistance

71 = Arts, entertainment, and recreation

72 = Hotels/motels/accommodations and food services

81 = All other services

92 = Public administration

561 = Administrative and support services

562 = Waste management/environmental remediation

811 = Personal care services

812 = Automotive repair and maintenance

**Applies to:** Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

**Instrument code:** TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

**Recode note:** If KDCURTYP = 5 then KDINDCD = 92

*Note:* Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

*Sources:* BPS:04/06 full-scale student interview

**KDHOURS**

**Hours worked weekly**

On average, how many hours do you work per week in your job as a/an [KDJBTL]?

**Applies to:** Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

**Instrument code:** TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

**Note:** Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

*Sources:* BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section D: Employment

**KDERNAMT**

*Amount earned from job*

[If KDJBTL ne -9]
How much do you earn from your job as a/an [KDJBTL]?
[else]
How much do you earn from your job?

 Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview

**KDEARNT**

*Time frame for earnings*

[If KDJBTL ne -9]
How much do you earn from your job as a/an [KDJBTL]?
[else]
How much do you earn from your job?

 Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview

**KDTOTERN**

*Total earnings*

Calculation of KDTOTERN:

If KDERNAMT = -9 then KDTOTERN = -9
If KDEARNT = -9 then KDTOTERN = -9
If KDEARNT = 1 (per year) then KDTOTERN = KDERNAMT.
If KDEARNT = 2 (per month) then KDTOTERN = KDERNAMT x 12
If KDEARNT = 3 (per week) then KDTOTERN = KDERNAMT x 52
If KDEARNT = 4 (per hour) then KDTOTERN = KDERNAMT x 2000

* Round up the cent amount to a whole dollar amount.

 Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview

**KDTMPSMY**

*Date began job*

[If KDJBTL ne -9]
When did you first start your job as a/an [KDJBTL]?
[else]
When did you first start your job?

 Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview
KDSIMJOB

Held same or similar job
[If KDJBTL ne -9]
Did you have your current job as a/an [KDJBTL], or a
similar job, while you were enrolled at [Primary
school]?  
[else]
Did you have your current job, or a similar job, while
you were enrolled at [Primary school]?
  0 = No
  1 = Yes, I have a similar job to the one I had while
      enrolled
  2 = Yes, I have the same job I had while I was
      enrolled

 Applies to: Respondents who are not currently enrolled
 and do not have future enrollment plans at [Primary
 school] and are employed.
 Instrument code: TCURENR = 0 and FUTENR = 0 and
 KDJSTAT = 1
 Recode note: If year(KDTMPSMY) < 2003 and
 year(KDTMPSMY) > 0 then KDSIMJOB = 2.  If
 (year(KDTMPSMY) <= 2003 and year(KDTMPSMY) > 0) and
 (month(KDTMPSMY) <= 6 and
 Month(KDTMPSMY) > 0) then KDSIMJOB = 2.
 Note: Prior to June 1, all variables in section D applied
 to respondents who were not currently enrolled, as well
 as additional conditions that specifically apply to each
 variable.
 Perturbation procedures were applied to this and other
 variables to protect against disclosure of individual
 information.
 Sources: BPS:04/06 full-scale student interview

KDFIRSTJ

First job after leaving most recent school
[If KDJBTL ne -9]
Was your job as a/an [KDJBTL] the first job you had
after leaving
[Primary school]?
[else]
Was this job the first job you had after leaving
[Primary school]?
  0 = No
  1 = Yes

 Applies to: Respondents who are not currently enrolled
 and do not have future enrollment plans at [Primary
 school] and are employed.
 Instrument code: TCURENR = 0 and FUTENR = 0 and
 KDJSTAT = 1
 Recode note: If KDSIMJOB = 2 then KDFIRSTJ = 1.

 Note: Prior to June 1, all variables in section D applied
 to respondents who were not currently enrolled, as well
 as additional conditions that specifically apply to each
 variable.
 Perturbation procedures were applied to this and other
 variables to protect against disclosure of individual
 information.
 Sources: BPS:04/06 full-scale student interview

KDRELMAJ

Job related to major
Would you say your job is related to your major or
field of study at [Primary school]?
  0 = No
  1 = Yes

 Applies to: Respondents who are not currently enrolled
 and do not have future enrollment plans at [Primary
 school], are employed, declared at least one major and
 (were not employed at the same job they had while
 enrolled at [Primary school] or (were employed at the
 same job they had while enrolled at [Primary school]
 and who have been enrolled at [Primary school] at
 some point since the 2003–2004 school year).
 Instrument code: TCURENR = 0 and FUTENR = 0 and
 KDJSTAT = 1 and KCDBLMAJ in (1 2) and
 (KDSIMJOB ne 2 or (KDSIMJOB = 2 and
 KCNUMJOB ne (0 -3))
 Recode note: If KDSIMJOB = 2 then KDRELMAJ =
 KCRELMAJ.
 Note: Prior to June 1, all variables in section D applied
 to respondents who were not currently enrolled, as well
 as additional conditions that specifically apply to each
 variable.
 Perturbation procedures were applied to this and other
 variables to protect against disclosure of individual
 information.
 Sources: BPS:04/06 full-scale student interview
KDRELCRS

Job related to coursework

Would you say your job is related to your coursework at [Primary school]?

0 = No
1 = Yes

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, had not declared a major and (were not employed at the same job they had while enrolled at [Primary school] or (were employed at the same job they had while enrolled at [Primary school] and who have been enrolled at [Primary school] at some point since the 2003–2004 school year).

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1 and KCDBLMAJ in (0 3) and (KDSIMJOB ne 2 or (KDSIMJOB = 2 and KCNUMJOB ne (0 -3))

Recode note: If KDSIMJOB = 2 then KDRELCRS = KCRELCRS.

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview

KDRESUME

Job placement: resume

[If KDJBTL ne -9]

How did you find your job as a/an [KDJBTL]?
(Please check all that apply.)

[else]

How did you find your current job?
(Please check all that apply.)

Sent out resumes or contacted employers

0 = No
1 = Yes

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview

KDAD

Job placement: advertisement

[If KDJBTL ne -9]

How did you find your job as a/an [KDJBTL]?
(Please check all that apply.)

[else]

How did you find your current job?
(Please check all that apply.)

Responded to job advertisements in a newspaper, magazine or on the Internet

0 = No
1 = Yes

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview

KDNETWRK

Job placement: network

[If KDJBTL ne -9]

How did you find your job as a/an [KDJBTL]?
(Please check all that apply.)

[else]

How did you find your current job?
(Please check all that apply.)

Networked with friends or relatives

0 = No
1 = Yes

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview
KDSCHELP

Job placement: school assistance
[If KDJBTL ne -9]
How did you find your job as a/an [KDJBTL]?
(Please check all that apply.)
[else]
How did you find your current job?
(Please check all that apply.)
Used school assistance such as the placement office, school job fairs, or spoke with faculty or staff
0 = No
1 = Yes

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KDPLCOTH

Job placement: other
[If KDJBTL ne -9]
How did you find your job as a/an [KDJBTL]?
(Please check all that apply.)
[else]
How did you find your current job?
(Please check all that apply.)
Found job in another way
0 = No
1 = Yes

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KDCONLIC

Degree required: license
[IF KDCURTYP ne 6 and [KDJBTL] ne -9]
Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?
(Please check all that apply.)
[IF KDCURTYP ne 6 and [KDJBTL] = -9]
Were any of the following required by your employer as a condition for working?
(Please check all that apply.)
[IF KDCURTYP = 6 and [KDJBTL] ne -9]
Were you required to obtain any of the following for your job as a/an [KDJBTL]?
(Please check all that apply.)
[IF KDCURTYP = 6 and [KDJBTL] = -9]
Were you required to obtain any of the following for your job?
(Please check all that apply.)
Occupational license or professional certificate
0 = No
1 = Yes

Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KDCONCER

Degree required: certificate
[IF KDCURTYP ne 6 and [KDJBTL] ne -9]
Were any of the following required by your employer as a condition for working as a/an [KDJBTL]?
(Please check all that apply.)
[IF KDCURTYP ne 6 and [KDJBTL] = -9]
Were any of the following required by your employer as a condition for working?
(Please check all that apply.)
[IF KDCURTYP = 6 and [KDJBTL] ne -9]
Were you required to obtain any of the following for your job as a/an [KDJBTL]?
(Please check all that apply.)
[IF KDCURTYP = 6 and [KDJBTL] = -9]
Were you required to obtain any of the following for your job?
(Please check all that apply.)
Diploma or certificate from a college or trade school
0 = No
Appendix F. Facsimile of Full-scale Instrument—Section D: Employment

1 = Yes
Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KDCONDEG
Degree required: bachelor’s or associate’s
[IF KDCURTYP ne 6 and [KDBTL] ne -9]
Were any of the following required by your employer as a condition for working as a/an [KDBTL]?
(Please check all that apply.)
[IF KDCURTYP ne 6 and [KDBTL] = -9]
Were any of the following required by your employer as a condition for working?
(Please check all that apply.)
[IF KDCURTYP = 6 and [KDBTL] ne -9]
Were you required to obtain any of the following for your job as a/an [KDBTL]?
(Please check all that apply.)
[IF KDCURTYP = 6 and [KDBTL] = -9]
Were you required to obtain any of the following for your job?
(Please check all that apply.)
Degree (bachelor’s or associate’s degree)
0 = No
1 = Yes
Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KDCONNON
Degree required: none
[IF KDCURTYP ne 6 and [KDBTL] ne -9]
Were any of the following required by your employer as a condition for working as a/an [KDBTL]?
(Please check all that apply.)
[IF KDCURTYP ne 6 and [KDBTL] = -9]
Were any of the following required by your employer as a condition for working?
(Please check all that apply.)
[IF KDCURTYP = 6 and [KDBTL] ne -9]
Were you required to obtain any of the following for your job as a/an [KDBTL]?
(Please check all that apply.)
[IF KDCURTYP = 6 and [KDBTL] = -9]
Were you required to obtain any of the following for your job?
(Please check all that apply.)
None of the above
0 = No
1 = Yes
Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
KDLICT4
Type of license/certificate required for job - specific
Which type of license or certificate would be considered a minimum requirement for your current position?
(Coding Directions: Please select a general area and then the specific discipline within the general area. Use the arrow at the right side of the first box to display the general areas.
Click to select the desired general area, and then select the desired specific discipline within the area from the second box.)

1 = CPA
2 = Auditor
3 = Broker
4 = Bookkeeping
5 = Agriculture
6 = Pest control
7 = Forestry
8 = Wildlife management
9 = Professional arts
10 = Photography
11 = Other arts
12 = Finance
13 = Human resources/benefits
14 = Management
15 = Purchasing
16 = Communications
17 = Broadcast
18 = Architecture
19 = Building
20 = Welding
21 = Other construction
22 = Social work
23 = Therapist
24 = Counselor
25 = Elementary/secondary teaching
26 = Childcare
27 = Teacher’s aide
28 = Library
29 = Administration
30 = Professional engineer
31 = Engineer in training
32 = Engineering technician
33 = Medicine
34 = Dentistry
35 = Pharmacy
36 = Chiropractic
37 = Optometry
38 = Podiatry
39 = Registered nursing
40 = Licensed practical nursing
41 = Midwifery
42 = Physical therapy
43 = EMT/paramedic
44 = Medical/dental technician
45 = Physical therapy
46 = Veterinary medicine
47 = Veterinary technician
48 = Other health
49 = Insurance
50 = Underwriter
51 = Actuary law - attorney
52 = Mediator
53 = Paralegal
54 = Manufacturing
55 = Cosmetology
56 = Barber
57 = Massage
58 = Fitness/personal training
59 = Other personal services
60 = Public safety
61 = Law enforcement
62 = Real estate
63 = Automotive mechanic
64 = Heating/air conditioning
65 = Electronics
66 = Aviation
67 = Jewelry/watch/lens/other fine craftsman
68 = Commercial transportation license
69 = Hazardous materials
70 = Xerox copier
71 = IBM
72 = Microsoft
73 = Cisco
74 = Other vendor-specific
75 = Food services
76 = Attorney
77 = Other
99 = Other
999 = Other, general

 Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, and were required to have a license or certificate for their employment.
Instrument code: TCUENR = 0 and FUTENR = 0 and KDJSTAT = 1
and (KDCONLIC = 1 or KDCONCER = 1)
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
**KDLICT2**

*License/certification code - general*

Which type of license or certificate would be considered a minimum requirement for your current position?

(Coding Directions: Please select a general area and then the specific discipline within the general area. Use the arrow at the right side of the first box to display the general areas.

Click to select the desired general area, and then select the desired specific discipline within the area from the second box.)

1 = Accounting
2 = Agriculture
3 = Arts
4 = Business
5 = Communications
6 = Construction
7 = Counseling
8 = Education
9 = Engineering
10 = Health
11 = Insurance
12 = Personal Services
13 = Public Safety
14 = Repair
15 = Transportation
16 = Vendor-specific business/computer certification
17 = Law
18 = Manufacturing
19 = Real estate
20 = Food services
21 = Other
22 = Accounting
23 = Agriculture
24 = Arts
25 = Business
26 = Communications
27 = Construction
28 = Counseling
29 = Education
30 = Engineering
31 = Health
32 = Insurance
33 = Personal services
34 = Public safety
35 = Real Estate
36 = Repair
37 = Transportation
38 = Vendor-specific business/computer certification
39 = Law
40 = Other
41 = General

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, and were required to have a license or certificate for their employment.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1 and (KDCONLIC = 1 or KDCONCER = 1)

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview

**KDWOTR**

*Job attainment through training*

Would you have been able to get your current job without the courses you took at [Primary school]?

0 = No
1 = Yes

*Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.*

Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Rcde note: If KDCONLIC = 1 or KDCONCER = 1 then KDWOTR = 0

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section D: Employment

**KDPRGCRT**
Took classes toward certificate
Did you take any classes at [Primary school] that were necessary for you to qualify for or maintain an occupational license or specialized professional certification?

0 = No
1 = Yes

 Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, and are required to have a license or certificate for their employment.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1
and (KDCONLIC = 1 or KDCONCER = 1)

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KDEMPBEN**
Employer offers health insurance
If KDJBTL ne -9
Does your employer offer health insurance as a benefit in your job as a/an [KDJBTL]?

[else]
Does your current employer offer health insurance as a benefit?

0 = No
1 = Yes

 Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school], are employed, but not self employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1 and KDCURTYP ne 6
Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KDRELCAR**
Job related to career goals
Do you consider your current job to be part of a career you are pursuing in your occupation or industry?

0 = No
1 = Yes

 Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KDINTERN**
Had an internship or practicum
Did you participate in an internship or practicum related to your current job at any time while you were enrolled at [Primary school]?

0 = No
1 = Yes

 Applies to: Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are employed.
Instrument code: TCURENR = 0 and FUTENR = 0 and KDJSTAT = 1

Note: Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable. Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
**KDSEARCH**

*Looking for a job*
Are you looking for a job?

- 0 = No
- 1 = Yes

*Applies to:* Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and are not employed.

*Instrument code:* TCURENR = 0 and FUTENR = 0 and KDJSTAT ne 1

*Note:* Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

*Sources:* BPS:04/06 full-scale student interview

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**KDNUMOUT**

*Number of periods of unemployment*

We’d like to ask you about any periods of unemployment you may have had since you were last enrolled at your primary school—that is, periods of at least 3 months when you were not working but looking for work.

Since you were last enrolled at your primary school, how many times have you been unemployed and looking for a job for a period of at least 3 months?

*Observed range:* 1 - 10

*Applies to:* Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school]

*Instrument code:* TCURENR = 0 and FUTENR = 0

*Note:* Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

*Sources:* BPS:04/06 full-scale student interview

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**KDUNTIM**

*Longest period of unemployment*

Since leaving [Primary school], what was the longest period of time you were unemployed and looking for a job?

*Applies to:* Respondents who are not currently enrolled and do not have future enrollment plans at [Primary school] and had more than one period of unemployment.

*Instrument code:* TCURENR = 0 and FUTENR = 0 and KDNUMOUT > 1

*Note:* Prior to June 1, all variables in section D applied to respondents who were not currently enrolled, as well as additional conditions that specifically apply to each variable.

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

*Sources:* BPS:04/06 full-scale student interview
Section E: Background

KEHISP
Respondent of Hispanic/Latino origin
Are you of either Hispanic or Latino origin?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
</tbody>
</table>

Applies to: All respondents.
Recode note: If Y_BASEYR = 1 then KEHISP = [Hispanic origin indicator from NPSAS]
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview NPSAS:04 full-scale student interview

KEHISA
Hispanic type: Cuban descent
Are you of...

<table>
<thead>
<tr>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuban descent</td>
</tr>
<tr>
<td>0 = No</td>
</tr>
<tr>
<td>1 = Yes</td>
</tr>
</tbody>
</table>

Applies to: Respondents of Hispanic origin.
Instrument code: KEHISP = 1
Recode note: If Y_BASEYR = 1 then KEHISA = [Hispanic origin from NPSAS: Cuban descent]
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview NPSAS:04 full-scale student interview

KEHISB
Hispanic type: Mexican, Mexican-American, or Chicano
Are you of...

<table>
<thead>
<tr>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican, Mexican-American, or Chicano descent</td>
</tr>
<tr>
<td>0 = No</td>
</tr>
<tr>
<td>1 = Yes</td>
</tr>
</tbody>
</table>

Applies to: Respondents of Hispanic origin.
Instrument code: KEHISP = 1
Recode note: If Y_BASEYR = 1 then KEHISB = [Hispanic origin from NPSAS: Mexican, Mexican-American, or Chicano descent]
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview NPSAS:04 full-scale student interview

KEHISC
Hispanic type: Puerto Rican
Are you of...

<table>
<thead>
<tr>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puerto Rican descent</td>
</tr>
<tr>
<td>0 = No</td>
</tr>
<tr>
<td>1 = Yes</td>
</tr>
</tbody>
</table>

Applies to: Respondents of Hispanic origin.
Instrument code: KEHISP = 1
Recode note: If Y_BASEYR = 1 then KEHISC = [Hispanic origin from NPSAS: Puerto Rican descent]
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview NPSAS:04 full-scale student interview

KERACEA
Race: White
What is your race?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1</td>
</tr>
</tbody>
</table>

Applies to: All respondents.
Recode note: If Y_BASEYR = 1 then KERACEA = [Race from NPSAS: White]
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview NPSAS:04 full-scale student interview
KERACEB
Race: Black or African American
What is your race?
(Please check one or more.)
Black or African American
0 = No
1 = Yes
Applies to: All respondents.
Recode note: If Y_BASEYR = 1 then KERACEB = [Race from NPSAS: Black or African American]
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview NPSAS:04 full-scale student interview

KEUSBORN
Respondent born in the U.S.
Were you born in the United States?
0 = No
1 = Yes
Applies to: All respondents.
Recode note: If Y_BASEYR = 1 AND Y_USBORN >= 0 then KEUSBORN = Y_USBORN
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview NPSAS:04 full-scale student interview

KERACEE
Race: Native Hawaiian or Other Pacific Islander
What is your race?
(Please check one or more.)
Native Hawaiian or Other Pacific Islander
0 = No
1 = Yes
Applies to: All respondents.
Recode note: If Y_BASEYR = 1 then KERACEE = [Race from NPSAS: Native Hawaiian or Other Pacific Islander]
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview NPSAS:04 full-scale student interview

KEVOTE
Registered to vote
Are you registered to vote in U.S. elections?
0 = No
1 = Yes
Applies to: Respondents who are age 18 or older.
Instrument code: TAGE > 18
Recode note: If KECITZN > 1 then KEVOTE = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KERACED
Race: American Indian or Alaska Native
What is your race?
(Please check one or more.)
American Indian or Alaska Native
0 = No
1 = Yes
Applies to: All respondents.
Recode note: If Y_BASEYR = 1 then KERACED = [Race from NPSAS: American Indian or Alaska Native]
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview NPSAS:04 full-scale student interview

KECITZN
Citizenship status
Are you a U.S. citizen?
1 = Yes
2 = No - Resident alien, permanent resident, or other eligible non-citizen; hold a temporary resident’s card or other eligible non-citizen temporary resident’s card
3 = No - Student visa, in the country on an F1 or F2 visa, or on a J1 or J2 exchange visitor visa
Applies to: All respondents.
Recode note: If KEUSBORN = 1 then KECITZN = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KERACEC
Race: Asian
What is your race?
(Please check one or more.)
Asian
0 = No
1 = Yes
Applies to: All respondents.
Recode note: If Y_BASEYR = 1 then KERACEC = [Race from NPSAS: Asian]
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview NPSAS:04 full-scale student interview

SOURCE:
BPS:04/06 Methodology Report
Appendix F. Facsimile of Full-scale Instrument—Section E: Background

KEPRSVT
Vote in last presidential election
Did you vote in the last presidential election?
  0 = No
  1 = Yes
Applies to: Respondents who are registered to vote.
Instrument code: KEVOTE = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEMARR
Current marital status
What is your current marital status?
  1 = Single, never married
  2 = Married
  3 = Separated
  4 = Divorced
  5 = Widowed
Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEPARST
Parent’s marital status
What is the current marital status of your parent(s) or guardian(s)?
(For all questions about your parents, please answer about the parent(s) or guardian(s)from whom you receive the greatest amount of financial support.)
  1 = Married or remarried
  2 = Living together or domestic partners but not married
  3 = Single
  4 = Divorced or separated
  5 = Widowed
  6 = None of the above - both parents or guardians are deceased
Applies to: Respondents who are under age 24 with both parents living.
Instrument code: TAGE < 24 and KCPARDEC ne 1 and KCPARDC2 ne 1 and KEPARST ne 6
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEPARINC
Parent’s income in 2005
What was your parents’ or guardians’ income in calendar year 2005?
  1 = Under $30,000
  2 = $30,000 to $59,999
  3 = $60,000 to $89,999
  4 = $90,000 and above
  5 = Don’t know
Applies to: Respondents who are under age 24 with both parents living.
Instrument code: TAGE < 24 and KCPARDEC ne 1 and KCPARDC2 ne 1 and KEPARST ne 6
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KESIBCOL
Siblings in college
Do you have any brothers or sisters enrolled in college or in a vocational or trade school now?
  0 = No
  1 = Yes
Applies to: Respondents who are under age 24.
Instrument code: TAGE < 24
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KESIBCL
Siblings in college before respondent
Did any of your brothers or sisters go to college or to a vocational or trade school before you did?
  0 = No
  1 = Yes
Applies to: Respondents who are under age 24.
Instrument code: TAGE < 24
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEDEPS
Has dependent children
[If KEMARR = 2]
Do you or your spouse have any children that you support financially?
[else]
Do you have any children that you support financially?
  0 = No
  1 = Yes
Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section E: Background

**KEDEP2**
*Number of dependent children*

How many?
Child/Children
Observed range: 1 - 10
*Applies to: All respondents.*
Recode note: If KEDEPS = 0 then KEDEP2 = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KEDAGE**
*Age of youngest dependent child*

[If KEDEP2 > 1]
What is the age of your youngest child?
[If KEDEP2 = 1]
How old is your child?
[If KEDEP2 < 0]
If you have more than one child, please report the age of your youngest child. If you have one child, please report the age of that child.
Observed range: 1 - 24
*Applies to: Respondents with at least one dependent child.*
Instrument code: KEDEPS = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KEHOUSC**
*Number in household*

[If KEMARR = 2]
How many people live in your household including you and your spouse?
By household, we mean your permanent address when you are not enrolled (typically where your grade reports are sent).
[else]
How many people live in your household including yourself?
By household, we mean your permanent address when you are not enrolled (typically where your grade reports are sent).
Observed range: 1–20
*Applies to: Respondents who are under age 24.*
Instrument code: TAGE < 24
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KEINCOM**
*Earnings in 2005*

[IF KEMARR = 2]
What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2005?
(Please exclude your spouse’s income.)
[else]
What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2005?

1 = No income
2 = Less than $1,000
3 = $1,000–$2,499
4 = $2,500–$4,999
5 = $5,000–$9,999
6 = $10,000–$14,999
7 = $15,000–$19,999
8 = $20,000–$29,999
9 = $30,000–$49,999
10 = $50,000 and above
11 = Don’t Know
*Applies to: All respondents.*
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KEINCSP**
*Spouse’s earnings in 2005*

How much would you estimate your spouse earned from all sources prior to taxes and deductions in calendar year 2005?

1 = No income
2 = Less than $1,000
3 = $1,000–$2,499
4 = $2,500–$4,999
5 = $5,000–$9,999
6 = $10,000–$14,999
7 = $15,000–$19,999
8 = $20,000–$29,999
9 = $30,000–$49,999
10 = $50,000 and above
11 = Don’t Know
*Applies to: Married respondents.*
Instrument code: KEMARR = 2
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section E: Background

KEUNTAX

Received untaxed income or benefits in 2005
[If KEMARR = 2]
In 2005, did you or your spouse receive any untaxed income or benefits, such as FEMA Disaster Assistance, child support, TANF (AFDC), food stamps, Social Security, worker’s compensation, or disability payments?

[else]
In 2005, did you receive any untaxed income or benefits, such as FEMA Disaster Assistance, child support, TANF (AFDC), food stamps, Social Security, worker’s compensation, or disability payments?

0 = No
1 = Yes

 Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEWRKCMP

Received: worker’s compensation
[If KEMARR = 2]
Which of the following did you or your spouse receive in 2005?
(Please check all that apply.)
[else]
Which of the following did you receive in 2005?
(Please check all that apply.)
Worker’s compensation
0 = No
1 = Yes

 Applies to: Respondents who received untaxed benefits.
Instrument code: KEUNTAX = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KETANF

Received: TANF
[If KEMARR = 2]
Which of the following did you or your spouse receive in 2005?
(Please check all that apply.)
[else]
Which of the following did you receive in 2005?
(Please check all that apply.)
TANF (AFDC)
0 = No
1 = Yes

 Applies to: Respondents who received untaxed benefits.
Instrument code: KEUNTAX = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEDISAB

Received: disability payments
[If KEMARR = 2]
Which of the following did you or your spouse receive in 2005?
(Please check all that apply.)
[else]
Which of the following did you receive in 2005?
(Please check all that apply.)
Disability payments
0 = No
1 = Yes

 Applies to: Respondents who received untaxed benefits.
Instrument code: KEUNTAX = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KESOCSEC

Received: social security benefits
[If KEMARR = 2]
Which of the following did you or your spouse receive in 2005?
(Please check all that apply.)
[else]
Which of the following did you receive in 2005?
(Please check all that apply.)
Social Security benefits
0 = No
1 = Yes
KESTMPS
Received: food stamps
[If KEMARR = 2]
Which of the following did you or your spouse receive in 2005?
(Please check all that apply.)
[else]
Which of the following did you receive in 2005?
(Please check all that apply.)
Food stamps
  0 = No
  1 = Yes
Applies to: Respondents who received untaxed benefits.
Instrument code: KEUNTAX = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KECHILD
Received: child support
[If KEMARR = 2]
Which of the following did you or your spouse receive in 2005?
(Please check all that apply.)
[else]
Which of the following did you receive in 2005?
(Please check all that apply.)
Child support
  0 = No
  1 = Yes
Applies to: Respondents who received untaxed benefits.
Instrument code: KEUNTAX = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KETAXTYX
Received: other untaxed benefits
[If KEMARR = 2]
Which of the following did you or your spouse receive in 2005?
(Please check all that apply.)
[else]
Which of the following did you receive in 2005?
(Please check all that apply.)
Another benefit not listed
  0 = No
  1 = Yes
Applies to: Respondents who received untaxed benefits.
Instrument code: KEUNTAX = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEFEMA
Received: FEMA Disaster Assistance
[If KEMARR = 2]
Which of the following did you or your spouse receive in 2005?
(Please check all that apply.)
[else]
Which of the following did you receive in 2005?
(Please check all that apply.)
FEMA Disaster Assistance
  0 = No
  1 = Yes
Applies to: Respondents who received untaxed benefits.
Instrument code: KEUNTAX = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEHOUSE
Own home or pay rent
Do you own a home or are you paying rent?
  0 = Neither own a home nor pay rent
  1 = Own home (or pay a mortgage)
  2 = Pay rent
Applies to: Respondents who do not currently live on a college campus.
Instrument code: TCURENR = 0 or (TCURENR = 1 and KCSCHRES ne 1)
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section E: Background

KEMTGMAT
Monthly rent or mortgage payment amount
[If KEHOUSE = 2]
How much is your monthly rent payment?
(If you share payment of your rent with others, please indicate the amount for which you are responsible. If someone else pays your rent on your behalf, enter “0”.)
[else]
How much is your monthly mortgage payment?
(If someone else pays your mortgage on your behalf, enter "0".)
Applies to: Respondents who do not currently live on a college campus and who own a home or pay rent.
Instrument code: (TCURENR = 0 or (TCURENR = 1 and KCSCHERES ne 1)) and (KEHOUSE in (1 2))
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KECARLON
Have a car payment
Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle?
(If someone makes the payments on your behalf, please answer, "no.")
0 = No
1 = Yes
Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KECARAMT
Car payment amount
How much do you pay for your vehicle loan or lease each month?
Applies to: Respondents who make loan or lease payments for a vehicle.
Instrument code: KECARLON = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KENUMCRD
Number of credit cards in own name
How many credit cards do you have in your own name that are billed to you?
Observed range: 1 - 25
Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEPAYOFF
Payoff or carry credit balance
[If KENUMCRD = 1]
Do you usually pay off your credit card balance each month, or carry the balance over from month to month?
[else]
Do you usually pay off your credit card balances each month, or carry balances over from month to month?
1 = Pay off balance
2 = Carry balance
Applies to: Respondents with at least one credit card.
Instrument code: KENUMCRD ne 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section E: Background

**KECRDBAL**
Balance due on all credit cards
[If KENUMCRD = 1]
What was the balance on your credit card according to your last statement?
[else]
What was the combined balance of all your credit cards according to your last statements?
*Applies to: Respondents with at least one credit card who carry their balances.*
Instrument code: KENUMCRD ne 0 and KEPAYOFF = 2
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KESPLN**
Spouse’s student loans
Does your spouse currently have student loans?
0 = No
1 = Yes
*Applies to: Married respondents.*
Instrument code: KEMARR = 2
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KESPAMT**
Spouse’s total student loan amount
What is the total amount still owed for your spouse’s student loans?
*Applies to: Married respondents whose spouse has student loans.*
Instrument code: KEMARR = 2
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KECOMSRV**
Community service/volunteer in last year
Have you performed any community service or volunteer work in the last 12 months?
*Please do not include charitable donations (such as food, clothing, money, etc.), paid community service, or court-ordered service.*
0 = No
1 = Yes
*Applies to: All respondents.*
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
### KEVLTA
*Volunteer: tutoring/education-related*
What type of community service or volunteer work did you perform?
(Please check all that apply.)
- Tutoring, other education-related work with kids
  - 0 = No
  - 1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KEVLTD
*Volunteer: homeless shelter/soup kitchen*
What type of community service or volunteer work did you perform?
(Please check all that apply.)
- Homeless shelter or soup kitchen
  - 0 = No
  - 1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KEVLTB
*Volunteer: other work with kids*
What type of community service or volunteer work did you perform?
(Please check all that apply.)
- Other work with kids (coaching, sports, Big Brother or Big Sister, etc.)
  - 0 = No
  - 1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KEVLTC
*Volunteer: fundraising (political and non-political)*
What type of community service or volunteer work did you perform?
(Please check all that apply.)
- Fundraising (political and non-political)
  - 0 = No
  - 1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KEVLTE
*Volunteer: neighborhood improvement*
What type of community service or volunteer work did you perform?
(Please check all that apply.)
- Neighborhood improvement, clean-up, or Habitat for Humanity
  - 0 = No
  - 1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview

### KEVLTF
*Volunteer: health services*
What type of community service or volunteer work did you perform?
(Please check all that apply.)
- Health services or hospital, nursing home, group home
  - 0 = No
  - 1 = Yes

*Applies to: Respondents who have volunteered in the past 12 months.*

Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.

Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section E: Background

**KEVLTG**
*Volunteer: service to the church*
What type of community service or volunteer work did you perform?
(Please check all that apply.)
Service to a church or other religious organization
0 = No
1 = Yes
Applies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KEVLTX**
*Volunteer: other*
What type of community service or volunteer work did you perform?
(Please check all that apply.)
Another type of service not listed
0 = No
1 = Yes
Applies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KEVLHRS**
*Number of hours volunteered per month*
On average, how many hours did you volunteer each month during the last year?
Hour(s)
Applies to: Respondents who have volunteered in the past 12 months more than once.
Instrument code: KECOMSRV = 1 and KEVLINE = 0
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KEVLINE**
*One time volunteer event*
On average, how many hours did you volunteer each month during the last year?
One time event
0 = No
1 = Yes
Applies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KESCHVA**
*Why volunteer: class requirement*
Why did you become involved in your community service or volunteer work?
(Please check all that apply.)
It was a class requirement
0 = No
1 = Yes
Applies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KESCHVB**
*Why volunteer: campus organization*
Why did you become involved in your community service or volunteer work?
(Please check all that apply.)
I participated through a campus organization such as a sorority or fraternity
0 = No
1 = Yes
Applies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Why volunteer: encouraged by friends, family, faculty, etc
Why did you become involved in your community service or volunteer work?
(Please check all that apply.)
I was encouraged to participate by friends, family, faculty, or a mentor
   0 = No
   1 = Yes
Appplies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

Why volunteer: expression of my personal beliefs and values
Why did you become involved in your community service or volunteer work?
(Please check all that apply.)
I considered it an expression of my personal beliefs and values
   0 = No
   1 = Yes
Appplies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

Why volunteer: meet new people
Why did you become involved in your community service or volunteer work?
(Please check all that apply.)
I wanted to meet new people
   0 = No
   1 = Yes
Appplies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

Why volunteer: develop useful skills
Why did you become involved in your community service or volunteer work?
(Please check all that apply.)
I wanted to develop useful skills
   0 = No
   1 = Yes
Appplies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

Why volunteer: feel good about myself
Why did you become involved in your community service or volunteer work?
(Please check all that apply.)
It made me feel good about myself
   0 = No
   1 = Yes
Appplies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

Another reason not listed
   0 = No
   1 = Yes
Appplies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section E: Background

**KERTSVA**
*Volunteer experience: career choice*
Which of the following statements best describe your experience in your community service or volunteer work activities.
(Please check all that apply.)
It helped me choose a career
   0 = No
   1 = Yes
*Applies to: Respondents who have volunteered in the past 12 months.*
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KERTSVD**
*Volunteer experience: addition to resume*
Which of the following statements best describe your experience in your community service or volunteer work activities.
(Please check all that apply.)
It’s an important addition to my resume
   0 = No
   1 = Yes
*Applies to: Respondents who have volunteered in the past 12 months.*
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KERTSVE**
*Volunteer experience: choice of majors*
Which of the following statements best describe your experience in your community service or volunteer work activities.
(Please check all that apply.)
It clarified my choice of majors
   0 = No
   1 = Yes
*Applies to: Respondents who have volunteered in the past 12 months.*
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KERTSVF**
*Volunteer experience: compassionate person*
Which of the following statements best describe your experience in your community service or volunteer work activities.
(Please check all that apply.)
It helped me become a more compassionate person
   0 = No
   1 = Yes
*Applies to: Respondents who have volunteered in the past 12 months.*
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section E: Background

KERTSVG
Volunteer experience: awareness of social issues
Which of the following statements best describe your experience in your community service or volunteer work activities?
(Please check all that apply.)
It increased my awareness of social issues
0 = No
1 = Yes
Applies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KERTSVH
Volunteer experience: none of the above
Which of the following statements best describe your experience in your community service or volunteer work activities.
(Please check all that apply.)
None of the above
0 = No
1 = Yes
Applies to: Respondents who have volunteered in the past 12 months.
Instrument code: KECOMSRV = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEDISSEN
Disability: long-lasting sensory condition
The next few questions will help us better understand the educational services available for people with disabilities.
Do you have a sensory impairment, such as blindness, deafness, or a severe vision or hearing impairment, that has lasted for 6 months or more?
0 = No
1 = Yes
Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEDISMOB
Disability: condition that limits physical activities
Do you have a mobility impairment that has substantially limited one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying, for 6 months or more?
0 = No
1 = Yes
Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

KEHIGHED
Highest education level expected
Now we’d like to ask a few questions about your educational and personal goals.
What is the highest level of education you ever expect to complete?
0 = No degree or certificate expected
2 = Undergraduate certificate or diploma (occupational or technical program)
3 = Associate’s degree
4 = Bachelor’s degree
6 = Post-baccalaureate certificate or program
8 = Master’s degree
9 = Post-master’s certificate
10 = Professional degree (only includes the following programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, divinity, theology, or veterinary medicine)
11 = Doctoral degree
Applies to: All respondents.
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix F. Facsimile of Full-scale Instrument—Section E: Background

**KEPLNTCH**
*Plan on teaching K-12*
Do you plan on becoming a teacher at the K-12 (kindergarten through grade 12) level?

1 = Definitely yes  
2 = Probably yes  
3 = Probably not  
4 = Definitely not

*Applies to: All respondents.*

Rcode note: If KDOC2C6 in (252012 252021 252022 252031 252032 252041 252042 252043) then KEPLNTCH = 1

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

Sources: BPS:04/06 full-scale student interview

**KEPLINF**
*Importance: influence political structure*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Influencing the political structure

0 = No  
1 = Yes

*Applies to: All respondents.*

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

Sources: BPS:04/06 full-scale student interview

**KEWLOFF**
*Importance: being financially well off*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Being very well-off financially

0 = No  
1 = Yes

*Applies to: All respondents.*

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

Sources: BPS:04/06 full-scale student interview

**KESTEADY**
*Importance: steady work*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Being able to find steady work

0 = No  
1 = Yes

*Applies to: All respondents.*

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

Sources: BPS:04/06 full-scale student interview

**KELEADR**
*Importance: being community leader*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Being a leader in the community

0 = No  
1 = Yes

*Applies to: All respondents.*

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

Sources: BPS:04/06 full-scale student interview

**KECLSFAM**
*Importance: living close to relatives*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

Living close to parents and relatives

0 = No  
1 = Yes

*Applies to: All respondents.*

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

Sources: BPS:04/06 full-scale student interview

**KEAREA**
*Importance: getting away from hometown*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

 Getting away from the area where you grew up

0 = No  
1 = Yes

*Applies to: All respondents.*

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

Sources: BPS:04/06 full-scale student interview
**KELEISUR**

*Importance: leisure time*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

- Having leisure time to enjoy interests
  - 0 = No
  - 1 = Yes

*Applies to: All respondents.*

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

*Sources: BPS:04/06 full-scale student interview*

**KEKIDS**

*Importance: having children*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

- Having children
  - 0 = No
  - 1 = Yes

*Applies to: All respondents.*

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

*Sources: BPS:04/06 full-scale student interview*

**KEIMPNON**

*Importance: none*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

- None of the above
  - 0 = No
  - 1 = Yes

*Applies to: All respondents.*

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

*Sources: BPS:04/06 full-scale student interview*

**KEEXPT**

*Importance: recognized as an expert*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

- Being recognized as an expert in my field of work
  - 0 = No
  - 1 = Yes

*Applies to: All respondents.*

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

*Sources: BPS:04/06 full-scale student interview*

**KEMAN**

*Importance: meaning and purpose in life*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

- Finding meaning and a sense of purpose in my life
  - 0 = No
  - 1 = Yes

*Applies to: All respondents.*

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

*Sources: BPS:04/06 full-scale student interview*

**KEHELP**

*Importance: helping others*
Please indicate which of the following personal goals are very important to you. (Please check all that apply.)

- Helping others in need
  - 0 = No
  - 1 = Yes

*Applies to: All respondents.*

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

*Sources: BPS:04/06 full-scale student interview*

**KEHURR**

*Hurricane: enrollment effect*
Were your enrollment plans affected by the hurricanes in 2005?

- 0 = No
  - 1 = Yes

*Applies to: All respondents.*

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

*Sources: BPS:04/06 full-scale student interview*

**KEHRPLA**

*Hurricane impact: transferred temporarily*
How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)

- Transferred to a different school temporarily
  - 0 = No
  - 1 = Yes

*Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.*

Instrument code: KEHURR = 1

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

*Sources: BPS:04/06 full-scale student interview*
**KEHRPLB**
*Hurricane impact: Transferred permanently*
How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)
Transferred to a different school permanently
  - 0 = No
  - 1 = Yes

Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.
Instrument code: KEHURR = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KEHRPLC**
*Hurricane impact: Took classes on-line*
How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)
Took classes on-line from another school
  - 0 = No
  - 1 = Yes

Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.
Instrument code: KEHURR = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KEHRPLD**
*Hurricane impact: Delayed enrollment*
How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)
Delayed my enrollment until a later term
  - 0 = No
  - 1 = Yes

Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.
Instrument code: KEHURR = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview

**KEHRPLF**
*Hurricane impact: Other*
How did the 2005 hurricanes affect your enrollment plans? (Please check all that apply.)
Other effect not listed
  - 0 = No
  - 1 = Yes

Applies to: Respondents whose enrollment plans were affected by the hurricanes in 2005.
Instrument code: KEHURR = 1
Perturbation procedures were applied to this and other variables to protect against disclosure of individual information.
Sources: BPS:04/06 full-scale student interview
Appendix G
Imputation Rates
### Table G-1. Weighted rates of missing data before imputation for all variables: 2006

<table>
<thead>
<tr>
<th>Variable description</th>
<th>Variable name</th>
<th>Rate of missing data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic 2004: graduate student instructors</td>
<td>ACAD04A</td>
<td>16.1</td>
</tr>
<tr>
<td>Academic 2004: essay exams</td>
<td>ACAD04B</td>
<td>12.6</td>
</tr>
<tr>
<td>Academic 2004: large classes</td>
<td>ACAD04C</td>
<td>13.0</td>
</tr>
<tr>
<td>Academic 2004: write papers for courses</td>
<td>ACAD04D</td>
<td>12.8</td>
</tr>
<tr>
<td>Accepted-number of schools 2004</td>
<td>ACPT04</td>
<td>29.1</td>
</tr>
<tr>
<td>First choice school-accepted at 2004</td>
<td>ACPTF04</td>
<td>16.6</td>
</tr>
<tr>
<td>Afford school without working 2006</td>
<td>AFFORD06</td>
<td>45.6</td>
</tr>
<tr>
<td>Age as of 12/31/03</td>
<td>AGE04</td>
<td>†</td>
</tr>
<tr>
<td>Age groups as of 12/31/03</td>
<td>AGEGROUP</td>
<td>†</td>
</tr>
<tr>
<td>Received Pell grant in 2003–04</td>
<td>ANYPEL04</td>
<td>†</td>
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<tr>
<td>Applied-number of schools 2004</td>
<td>APPS04</td>
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<tr>
<td>Attendance fall 2003</td>
<td>ATTEND</td>
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<td>Monthly car loan payment 2006</td>
<td>CARAMT06</td>
<td>61.8</td>
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<tr>
<td>Have a car loan 2006</td>
<td>CARLN06</td>
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<tr>
<td>Ever received an incomplete 2006</td>
<td>CINCMP06</td>
<td>34.7</td>
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<tr>
<td>Total income-parents and independent (continuous)</td>
<td>CINCOM04</td>
<td>0.2</td>
</tr>
<tr>
<td>Citizenship in 2004</td>
<td>CITZN04</td>
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<td>Citizenship status 2006</td>
<td>CITZN06</td>
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<tr>
<td>Type of class 2006</td>
<td>CLTY06A–X</td>
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</tr>
<tr>
<td>Volunteer 2006: community service hours/month</td>
<td>COMHRS06</td>
<td>58.6</td>
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<tr>
<td>Volunteer 2006: number of volunteer activities</td>
<td>COMNUM06</td>
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</tr>
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<td>Volunteer 2006: community service-one event</td>
<td>COMONE06</td>
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<tr>
<td>Community service in 2004</td>
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</tr>
<tr>
<td>Volunteer 2006: any community service</td>
<td>COMSRV06</td>
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<td>NPSAS institution control</td>
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<tr>
<td>Earned Advanced Placement credit in high school</td>
<td>CRDAP04</td>
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<td>Credit cards-balance due last statement 2006</td>
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<td>Earned college credits at a college in HS</td>
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<td>Earned credits to enter as sophomore</td>
<td>CRDES04</td>
<td>27.8</td>
</tr>
<tr>
<td>Earned any college credits in high school</td>
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<td>Credit cards-number of credit cards 2006</td>
<td>CRDNUM06</td>
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<td>Credit cards-pay off balance 2006</td>
<td>CRDPAY06</td>
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<td>Ever repeat course for higher grade 2006</td>
<td>CRPT06</td>
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<td>Amount owed undergraduate loans 2006</td>
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<td>Amount borrowed undergrad loans 2006</td>
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<td>Ever withdraw when failing 2006</td>
<td>CWTHD06</td>
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<td>Delayed enrollment 2004</td>
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<td>Any dependent kids in 2004</td>
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<td>Any dependent children</td>
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<td>Dependency status in 2004</td>
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<td>Dependent children-number 2006</td>
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<td>Dependent children-age of youngest 2006</td>
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<td>Highest degree ever expected 2006</td>
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<td>Disability: physical condition 2006</td>
<td>DISMOB06</td>
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<tr>
<td>Disability: other condition 2006</td>
<td>DISOTH06</td>
<td>30.7</td>
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</tbody>
</table>

See notes at the end of table.
<table>
<thead>
<tr>
<th>Variable description</th>
<th>Variable name</th>
<th>Rate of missing data</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability: sensory condition 2006</td>
<td>DISSEN06</td>
<td>30.5</td>
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<tr>
<td>Distance from most recent institution 2006</td>
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<td>Time frame for school year earnings</td>
<td>EARN06</td>
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<td>Employer while enrolled 2006</td>
<td>EMPTYP06</td>
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<tr>
<td>Date of last enrollment through 2006</td>
<td>ENDTLA3Y</td>
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<td>Number of schools attended through 2006</td>
<td>ENINUM3Y</td>
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<td>Enrollment status during fall 2003</td>
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<td>Future enrollment plans 2006</td>
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<td>Enrollment status during spring 2004</td>
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<td>First institution control</td>
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<td>First institution level</td>
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<td>Frequency 2004: informal meeting with faculty</td>
<td>FREQU04A</td>
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<td>Frequency 2004: talk with faculty outside class</td>
<td>FREQU04B</td>
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<td>Frequency 2004: meet academic advisor</td>
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<td>Frequency 2004: attend fine arts activities</td>
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<td>Frequency 2004: participate in school clubs</td>
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<td>Frequency 2004: participate in school sports</td>
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<td>Frequency 2004: attend study groups</td>
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<td>Frequency 2006: faculty informal meeting</td>
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<td>Frequency 2006: faculty talk outside class</td>
<td>FREQU06B</td>
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<td>Frequency 2006: meet academic advisor</td>
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<td>Frequency 2006: fine arts activities</td>
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<td>Frequency 2006: school clubs</td>
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<td>Frequency 2006: study groups</td>
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<td>First 4-yr institution doctoral</td>
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<td>Gender</td>
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<td>Grade point average 2006</td>
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<td>Grade point average measured on 4.00 scale</td>
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<td>Historical Black college indicator</td>
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<td>Grade point average in high school</td>
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<td>Highest level of math completed/planned</td>
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<td>Years completed/planned foreign languages</td>
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<td>Years completed/planned social studies</td>
<td>HCYSSOCI</td>
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<tr>
<td>Own home or pay rent 2006</td>
<td>HOUSE06</td>
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<tr>
<td>Hours worked per week while enrolled 2006</td>
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<tr>
<td>High school degree type</td>
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<td>High school graduation year</td>
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<td>Household size 2006</td>
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<td>Hurricane 2005 impact: enrollment effect</td>
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<td>Hurricane 2005 impact</td>
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<td>Importance 2004</td>
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<td>Importance 2006</td>
<td>IMPT06A–K</td>
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See notes at end of table.
Table G-1. Weighted rates of missing data before imputation for all variables: 2006—Continued

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<tr>
<th>Variable description</th>
<th>Variable name</th>
<th>Rate of missing data</th>
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<tbody>
<tr>
<td>Income group in 2004</td>
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<td>Annual income (respondent) in 2005</td>
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<td>Annual income (spouse) in 2005</td>
<td>INCSPS05</td>
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<td>NPSAS institution ID</td>
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<tr>
<td>NPSAS institution state</td>
<td>INSTSTAT</td>
<td>†</td>
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<td>Job 2006: begin date</td>
<td>JOBBEG06</td>
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<td>Job 2006: health insurance offered</td>
<td>JOBBEN06</td>
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<tr>
<td>Job 2006: related to career goals</td>
<td>JOBCAR06</td>
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<tr>
<td>Job 2006: took classes toward certificate</td>
<td>JOBCLS06</td>
<td>77.8</td>
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<tr>
<td>Job 2006: type of employer</td>
<td>JOBEMP06</td>
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<tr>
<td>Job 2006: first job after leaving school</td>
<td>JOBFRST06</td>
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<tr>
<td>Job 2006: hours worked weekly</td>
<td>JOBHR506</td>
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<tr>
<td>Job 2006: type of industry</td>
<td>JOBIND06</td>
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<td>Job 2006: had an internship or practicum</td>
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<tr>
<td>Job 2006: license/certification type (general)</td>
<td>JOBLCG06</td>
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<td>Job 2006: license/certification type (specific)</td>
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<td>Job 2006: type of occupation</td>
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<td>Job placement 2006: advertisement</td>
<td>JOBPA06</td>
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<td>Job placement 2006: other</td>
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<td>Job placement 2006: resume</td>
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<td>Job placement 2006: school assistance</td>
<td>JOPS06</td>
<td>50.0</td>
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<tr>
<td>Job 2006: related to coursework</td>
<td>JORCR06</td>
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<tr>
<td>Job 2006: required certificate</td>
<td>JORCT06</td>
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<tr>
<td>Job 2006: required degree</td>
<td>JORERG06</td>
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<tr>
<td>Job 2006: required license</td>
<td>JORLC06</td>
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<td>Job 2006: related to major</td>
<td>JORL06M</td>
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<td>Job 2006: required no license or degree</td>
<td>JORNO06</td>
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<tr>
<td>Job 2006: same or similar job while enrolled</td>
<td>JOSIM06</td>
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<td>Employment status (not enrolled) 2006</td>
<td>JOST06</td>
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<td>Job 2006: attained through training</td>
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<td>Last institution control</td>
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<tr>
<td>NPSAS institution level</td>
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<tr>
<td>Last institution level</td>
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<td>Housing when last enrolled 2006</td>
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<td>Enrolled job location 2006</td>
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<td>Major when last enrolled (33 cat) 2006</td>
<td>MAJ06A</td>
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<td>Major-changes in major 2006</td>
<td>MAJ06CHG</td>
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<td>Major declared 2006</td>
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<td>Major (second) when last enrolled (33 cat) 2006</td>
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<tr>
<td>Monthly mortgage payment 2006</td>
<td>MTGAMT06</td>
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<td>First choice was NPSAS school 2004</td>
<td>NPFST04</td>
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<tr>
<td>Received child support 2005</td>
<td>NTX05A</td>
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<tr>
<td>Received disability payments 2005</td>
<td>NTX05B</td>
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<tr>
<td>Received food stamps 2005</td>
<td>NTX05C</td>
<td>80.4</td>
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<td>Received social security 2005</td>
<td>NTX05D</td>
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See notes at end of table.
Table G-1. Weighted rates of missing data before imputation for all variables: 2006—Continued

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<td>Received workers compensation 2005</td>
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<td>Received FEMA disaster assistance 2005</td>
<td>NTX05G</td>
<td>80.4</td>
</tr>
<tr>
<td>Received any untaxed income/benefits in 2005</td>
<td>NTXANY05</td>
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<tr>
<td>Number of jobs when last enrolled 2006</td>
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<tr>
<td>Number of schools attended Y1</td>
<td>NUMSCHY1</td>
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<td>NPSAS institution region</td>
<td>OBEREG</td>
<td>†</td>
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<tr>
<td>Hispanic-serving institution</td>
<td>OCRHSI</td>
<td>†</td>
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<tr>
<td>Parents deceased</td>
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<tr>
<td>Parent’s income 2006</td>
<td>PARINC06</td>
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<tr>
<td>Parents paid tuition and fees 2006</td>
<td>PARSP06A</td>
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<tr>
<td>Parents paid other expenses 2006</td>
<td>PARSP06B</td>
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<td>Parents paid for housing 2006</td>
<td>PARSP06C</td>
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<td>Parents paid living expenses 2006</td>
<td>PARSP06D</td>
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<td>No financial support from parents 2006</td>
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<td>Parents marital status 2006</td>
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<td>Persistence and attainment 3-year total 2006</td>
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<td>First institution cumulative retention 2005-06</td>
<td>PROUTFI3</td>
<td>†</td>
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<td>Published list of colleges consulted 2004</td>
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<td>Race-ethnicity</td>
<td>RACE2</td>
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<td>Enrolled job related to courses 2006</td>
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<td>Enrolled job related to major 2006</td>
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<td>Reason left 2006</td>
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<tr>
<td>Reason did not attend 2004</td>
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<td>Monthly student loan repayments 2006</td>
<td>RPYAMT06</td>
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<td>Parents helping to repay loans 2006</td>
<td>RPYHLP06</td>
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<td>Currently repaying student loans 2006</td>
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<td>Purpose (3rd school) 2006</td>
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<td>S2ENRY23</td>
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<td>18.1</td>
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<td>School 3 enrollment string for Y2 and Y3</td>
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<td>School 3 sector</td>
<td>S3SEC</td>
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<td>School 4 enrollment string for Y2 and Y3</td>
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<td>NPSAS institution type</td>
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<td>Selectivity</td>
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<td>†</td>
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<tr>
<td>Student/employee role 2006</td>
<td>SEROLE06</td>
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<td>Type of job while enrolled 2006</td>
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<td>Siblings in college before respondent 2006</td>
<td>SIBBEF06</td>
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</table>

See notes at end of table.
### Table G-1. Weighted rates of missing data before imputation for all variables: 2006—Continued

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<tr>
<th>Variable description</th>
<th>Variable name</th>
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<tbody>
<tr>
<td>Siblings in college 2006</td>
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<td>Student marital status in 2004</td>
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<td>Marital status 2006</td>
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<td>Spouse in college 2006</td>
<td>SPCOL06</td>
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<td>Spouse’s education level 2006</td>
<td>SPSED06</td>
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<td>Spouse have student loan</td>
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<td>SPSW0E60</td>
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<td>Spouse’s student loan monthly payment 2006</td>
<td>SPSRPPY06</td>
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<td>BPS:06 interview status</td>
<td>SUMSTFLG</td>
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<td>TEACH04</td>
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<td>Plan on teaching 2006</td>
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<td>TTeACTDER</td>
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<td>First year class level</td>
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<td>U.S. born</td>
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<td>Vote 2006: registered to vote U.S. elections</td>
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<tr>
<td>Intensity of work while enrolled 2006</td>
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<sup>†</sup> Not applicable. Data were either imputed from NPSAS:04 or obtained through institutional records.

<sup>#</sup> Rounds to zero.

<sup>1</sup> Rate of missing data is defined as the number of responses received for an item / the number of eligible responses.

## Table G-2. Pre- versus post-imputation frequency distribution for eight select variables: 2006

<table>
<thead>
<tr>
<th>Variable</th>
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<th>Weighted distribution before imputation</th>
<th>Weighted distribution after imputation</th>
<th>Difference</th>
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<td>American Indian</td>
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<td>Pacific Islander</td>
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<td>Other</td>
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<td>More than one race</td>
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<td>18 or less</td>
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<td>19</td>
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<td></td>
<td>Did not take SAT or ACT</td>
<td>27.0</td>
<td>29.6</td>
<td>-2.6</td>
</tr>
<tr>
<td></td>
<td>Took the SAT</td>
<td>31.7</td>
<td>30.8</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>Took the ACT</td>
<td>24.8</td>
<td>23.9</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>Took both the SAT and ACT</td>
<td>16.5</td>
<td>15.6</td>
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</tr>
<tr>
<td>HCMATH</td>
<td>Highest level of math completed/planned</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>None of these</td>
<td>14.4</td>
<td>15.7</td>
<td>-1.3</td>
</tr>
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<td></td>
<td>Algebra II</td>
<td>29.3</td>
<td>30.4</td>
<td>-1.1</td>
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<tr>
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<td>Trigonometry/algebra II</td>
<td>17.7</td>
<td>17.6</td>
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</tr>
<tr>
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<td>Pre-calculus</td>
<td>21.0</td>
<td>19.9</td>
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<td>Calculus</td>
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<td>1.2</td>
</tr>
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<td>COMSRV06</td>
<td>Volunteer 2006: any community service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>60.7</td>
<td>62.2</td>
<td>-1.5</td>
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<tr>
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<td>Yes</td>
<td>39.3</td>
<td>37.8</td>
<td>1.5</td>
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<tr>
<td>SEROLE06</td>
<td>Student/employee role 2006</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A student working to meet expenses</td>
<td>82.6</td>
<td>78.8</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td>An employee who decided to enroll in school</td>
<td>17.4</td>
<td>21.2</td>
<td>-3.9</td>
</tr>
<tr>
<td>SMAR06</td>
<td>Marital status 2006</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Single, never married</td>
<td>79.4</td>
<td>78.3</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>15.2</td>
<td>15.9</td>
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<td>Separated</td>
<td>1.3</td>
<td>1.4</td>
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<td>Divorced</td>
<td>3.8</td>
<td>4.1</td>
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<td></td>
<td>Widowed</td>
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</table>

# Table G-3. Evaluation of item nonresponse bias after imputation for continuous variables: 2006

<table>
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<tr>
<th>Variable</th>
<th>Variable label</th>
<th>Weighted mean before imputation</th>
<th>Weighted mean after imputation</th>
<th>Estimated bias</th>
<th>Percent relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACPT04</td>
<td>Accepted-number of schools 2004</td>
<td>2.13</td>
<td>2.06</td>
<td>0.07*</td>
<td>3.40</td>
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<td>APPS04</td>
<td>Applied-number of schools 2004</td>
<td>2.46</td>
<td>2.42</td>
<td>0.05*</td>
<td>1.87</td>
</tr>
<tr>
<td>CARAMT06</td>
<td>Car payment amount</td>
<td>305.48</td>
<td>311.00</td>
<td>-5.52*</td>
<td>-1.78</td>
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<tr>
<td>CINCOM04</td>
<td>Income (continuous) in 2004 (Dep and Indep)</td>
<td>55,731.90</td>
<td>55,741.74</td>
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<td>-0.02</td>
</tr>
<tr>
<td>COMHRS06</td>
<td>Number of hours volunteered per month</td>
<td>14.97</td>
<td>15.11</td>
<td>-0.13</td>
<td>-0.88</td>
</tr>
<tr>
<td>COMNUM06</td>
<td>Volunteer 2006: number of volunteer activities</td>
<td>1.93</td>
<td>1.90</td>
<td>0.03*</td>
<td>1.54</td>
</tr>
<tr>
<td>CRDBAL06</td>
<td>Balance due on all credit cards</td>
<td>2,732.17</td>
<td>2,847.57</td>
<td>-115.41</td>
<td>-4.05</td>
</tr>
<tr>
<td>CRDNUM06</td>
<td>Number of credit cards in own name</td>
<td>1.30</td>
<td>1.29</td>
<td>0.00</td>
<td>0.05</td>
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<td>CUMOWE06</td>
<td>Amount owed for undergrad education</td>
<td>12,482.65</td>
<td>10,479.02</td>
<td>2,003.63*</td>
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<tr>
<td>CUMULN06</td>
<td>Amount borrowed for undergraduate loans</td>
<td>6,655.11</td>
<td>6,511.90</td>
<td>143.21</td>
<td>2.20</td>
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<td>DEPNUM06</td>
<td>Number of dependent children</td>
<td>0.40</td>
<td>0.43</td>
<td>-0.03*</td>
<td>-6.23</td>
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<tr>
<td>DEPYNG06</td>
<td>Age of youngest dependent child</td>
<td>5.95</td>
<td>5.84</td>
<td>0.11</td>
<td>1.81</td>
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<td>DISTNC06</td>
<td>Distance in miles from primary school to home</td>
<td>133.06</td>
<td>115.91</td>
<td>17.16*</td>
<td>14.80</td>
</tr>
<tr>
<td>GPA06</td>
<td>Cumulative grade point average</td>
<td>315.28</td>
<td>314.62</td>
<td>0.66</td>
<td>0.21</td>
</tr>
<tr>
<td>HRSWK06</td>
<td>Hours worked weekly when last enrolled</td>
<td>25.26</td>
<td>26.65</td>
<td>-1.39*</td>
<td>-5.21</td>
</tr>
<tr>
<td>HSIZE06</td>
<td>Number in household</td>
<td>3.67</td>
<td>3.64</td>
<td>0.03*</td>
<td>0.79</td>
</tr>
<tr>
<td>INCRES05</td>
<td>Total earnings</td>
<td>25,083.53</td>
<td>25,080.10</td>
<td>3.43</td>
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</tr>
<tr>
<td>JOBHRS06</td>
<td>Hours worked weekly</td>
<td>39.26</td>
<td>39.39</td>
<td>-0.13</td>
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<tr>
<td>MTGAMT06</td>
<td>Monthly rent or mortgage payment amount</td>
<td>552.05</td>
<td>561.70</td>
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<td>RPYAMT06</td>
<td>Monthly payment on education loans</td>
<td>137.33</td>
<td>126.89</td>
<td>10.44*</td>
<td>8.23</td>
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<td>SPSOEW06</td>
<td>Spouse’s total student loan amount</td>
<td>12,503.24</td>
<td>12,363.06</td>
<td>140.18</td>
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<tr>
<td>SPSRPLY06</td>
<td>Spouse’s monthly payment of student loans</td>
<td>70.08</td>
<td>102.75</td>
<td>-32.67*</td>
<td>-31.80</td>
</tr>
<tr>
<td>TESATDER</td>
<td>SAT derived combined score</td>
<td>1,006.39</td>
<td>990.50</td>
<td>15.90*</td>
<td>1.60</td>
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<tr>
<td>TESATMDE</td>
<td>SAT Math derived score</td>
<td>503.54</td>
<td>494.64</td>
<td>8.90*</td>
<td>1.80</td>
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<tr>
<td>TESATVDE</td>
<td>SAT Verbal derived score</td>
<td>504.53</td>
<td>495.86</td>
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<tr>
<td>TOTERN06</td>
<td>Amount earned last year enrolled 2006</td>
<td>8,629.15</td>
<td>9,380.48</td>
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<td>UNEMPT06</td>
<td>Longest period of unemployment</td>
<td>8.27</td>
<td>8.32</td>
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<td>UNMPN06</td>
<td>Number of periods of unemployment</td>
<td>0.68</td>
<td>0.68</td>
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</table>

* *p < .05.

**NOTE:** The statistical significance is based on a t-test of the estimated bias. The relative bias is also provided as another way to gauge whether a bias is practically significant. While a difference may be statistically significant because of small standard errors or large sample sizes, the actual bias may be small.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).
### Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Variable label</th>
<th>Value</th>
<th>Weighted mean before imputation</th>
<th>Weighted mean after imputation</th>
<th>Estimated bias</th>
<th>Percent relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD04A</td>
<td>Classes taught by graduate students</td>
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<td>53.23</td>
<td>53.92</td>
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<td>16.56</td>
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<td>1.64</td>
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<td>ACAD04B</td>
<td>Have to write essay answers</td>
<td>0</td>
<td>9.98</td>
<td>10.27</td>
<td>-0.29</td>
<td>-2.83</td>
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<td>ACAD04C</td>
<td>Have large classes</td>
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<td>67.88</td>
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<td>Accepted at first choice school</td>
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<td>8.50</td>
<td>0.25*</td>
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<td>91.50</td>
<td>-0.25*</td>
<td>-0.27</td>
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<tr>
<td>AFFORD06</td>
<td>Afford school without working</td>
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<td>58.41</td>
<td>60.29</td>
<td>-1.88*</td>
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</tr>
<tr>
<td></td>
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<td>41.59</td>
<td>39.71</td>
<td>1.88*</td>
<td>4.74</td>
</tr>
<tr>
<td>CARLN06</td>
<td>Have a car payment</td>
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<td>71.90</td>
<td>70.10</td>
<td>1.80*</td>
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</tr>
<tr>
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<td>29.90</td>
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<td>CINCMP06</td>
<td>Ever while enrolled: receive grade of incomplete</td>
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<td>83.92</td>
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<td>5.01</td>
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<td>0.06</td>
</tr>
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<td>CLTY06A</td>
<td>Type of class: business</td>
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<td>78.61</td>
<td>0.59</td>
<td>0.76</td>
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<td>20.80</td>
<td>21.40</td>
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<td>-2.78</td>
</tr>
<tr>
<td>CLTY06B</td>
<td>Type of class: health</td>
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<td>73.64</td>
<td>72.94</td>
<td>0.70</td>
<td>0.96</td>
</tr>
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</table>

See notes at end of table.
Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

<table>
<thead>
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<th>Variable</th>
<th>Variable label</th>
<th>Value</th>
<th>Weighted mean before imputation</th>
<th>Weighted mean after imputation</th>
<th>Estimated bias</th>
<th>Percent relative bias</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Type of class: computer and information sciences</td>
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<td>86.02</td>
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<td>13.98</td>
<td>0.31</td>
<td>2.24</td>
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<tr>
<td>CLTY06F</td>
<td>Type of class: social sciences</td>
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<td>73.62</td>
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<tr>
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<td>6.80</td>
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<td>CLTY06J</td>
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<td>3.97</td>
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<td>-6.86</td>
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<td>CLTY06K</td>
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### Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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### Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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### Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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### Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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### Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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### Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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<td>Rate volunteer: apply my skills to the real world</td>
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See notes at end of table.
### Table G-4. Evaluation of item nonresponse bias after imputation for categorical variables: 2006—Continued

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<tr>
<th>Variable</th>
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<th>Value</th>
<th>Weighted mean before imputation</th>
<th>Weighted mean after imputation</th>
<th>Estimated bias</th>
<th>Percent relative bias</th>
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<td>VLTB06C</td>
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* p < .05.

NOTE: The statistical significance is based on a t-test of the estimated bias. The relative bias is also provided as another way to gauge whether a bias is practically significant. While a difference may be statistically significant because of small standard errors or large sample sizes, the actual bias may be small. FEMA = Federal Emergency Management Agency. NPSAS = National Postsecondary Student Aid Study. TANF = Temporary Assistance for Needy Families.

Appendix H

Analysis Variables
### Table H-1. Analysis variables for BPS:04/06: 2006

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<td>Federal need-based aid 2003-04</td>
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<td>Total federal aid (excludes VA/DOD) 2003-04</td>
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<td>Total federal aid (includes VA/DOD) 2003-04</td>
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<td>TFEDAID6</td>
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<td>Total federal aid excluding PLUS and VA 2003-04</td>
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<td>Aid_Federal</td>
<td>Total federal grants and veteran benefits 2003-04</td>
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<td>Federal Work-study 2003-04</td>
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<td>Total federal Title IV aid 2003-04</td>
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<td>Other federal grants (not Title IV) 2003-04</td>
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<td>Stafford: 1st class level borrowed 2006</td>
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See notes at end of table.
### Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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</tr>
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<td>Student budget minus EFC, federal &amp; state grants 2003-04</td>
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See notes at the end of the table.
### Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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<td>Aid_Net Price</td>
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### Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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### Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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### Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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### Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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## Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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*See notes at end of table.*
### Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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<td>First institution level 2003-04</td>
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<td>FPOFFER</td>
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<td>First-professional degree program offered 2003-04</td>
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<td>First institution doctorate-granting 2003-04</td>
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<td>Institution_Type</td>
<td>First institution sector (level &amp; control) 2003-04</td>
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<td>Father’s highest education level 2003-04</td>
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See notes at end of table.
### Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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<td>Number of family members in college (dependent) 2003-04</td>
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<td>Parents own investments, business or farm over $10,000 2003-04</td>
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<td>Parent_Support</td>
<td>Help from parents 2003-04: pay other expenses</td>
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<tr>
<td>PARHELPD</td>
<td>Parent_Support</td>
<td>Help from parents 2003-04: pay living expenses</td>
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<tr>
<td>PARHELT</td>
<td>Parent_Support</td>
<td>Help from parents 2003-04: pay tuition and fees</td>
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<td>Parent_Support</td>
<td>Help from parents 2006: pay tuition and fees</td>
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<td>Parent_Support</td>
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<td>Parent_Support</td>
<td>Help from parents 2006: pay housing</td>
</tr>
<tr>
<td>PARSP06D</td>
<td>Parent_Support</td>
<td>Help from parents 2006: pay living expenses</td>
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<tr>
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<td>Volunteer 2003-04: average hours per month</td>
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<td>Volunteer 2006: average hours per month</td>
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<td>Volunteer 2003-04: number of volunteer activities</td>
</tr>
<tr>
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<td>Volunteer 2006: number of volunteer activities</td>
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<td>Volunteer 2003-04: any community service</td>
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<td>Volunteer 2003-04: fundraising</td>
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<td>Public Service_Participation</td>
<td>Volunteer 2003-04: homeless shelter/soup kitchen</td>
</tr>
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<td>Volunteer 2003-04: hospital, nursing home</td>
</tr>
<tr>
<td>COMSERVD</td>
<td>Public Service_Participation</td>
<td>Volunteer 2003-04: neighborhood improvement</td>
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<tr>
<td>COMSERVE</td>
<td>Public Service_Participation</td>
<td>Volunteer 2003-04: service to church</td>
</tr>
<tr>
<td>COMSERVF</td>
<td>Public Service_Participation</td>
<td>Volunteer 2003-04: tutoring/mentoring</td>
</tr>
<tr>
<td>COMSERVG</td>
<td>Public Service_Participation</td>
<td>Volunteer 2003-04: other work with kids</td>
</tr>
<tr>
<td>COMSERVX</td>
<td>Public Service_Participation</td>
<td>Volunteer 2003-04: other type of community service</td>
</tr>
<tr>
<td>COMSRV06</td>
<td>Public Service_Participation</td>
<td>Volunteer 2006: any community service</td>
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<td>Military service type 2003-04</td>
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<td>VETERAN</td>
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<td>Volunteer 2006: tutoring/mentoring</td>
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See notes at end of table.
### Table H-1. Analysis variables for BPS:04/06: 2006—Continued

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<tbody>
<tr>
<td>VLT06B</td>
<td>Public Service_Participation</td>
<td>Volunteer 2006: other work with kids</td>
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<td>Volunteer 2006: fundraising</td>
</tr>
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<td>VLT06D</td>
<td>Public Service_Participation</td>
<td>Volunteer 2006: homeless shelter/soup kitchen</td>
</tr>
<tr>
<td>VLT06E</td>
<td>Public Service_Participation</td>
<td>Volunteer 2006: neighborhood improvement/cleanup</td>
</tr>
<tr>
<td>VLT06F</td>
<td>Public Service_Participation</td>
<td>Volunteer 2006: hospital, nursing or group home</td>
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<tr>
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<td>Public Service_Participation</td>
<td>Volunteer 2006: service to church</td>
</tr>
<tr>
<td>VLT06X</td>
<td>Public Service_Participation</td>
<td>Volunteer 2006: other type of community service</td>
</tr>
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<td>Public Service_Participation</td>
<td>Volunteer benefit 2006:career choice</td>
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<td>Public Service_Participation</td>
<td>Volunteer benefit 2006:apply my skills</td>
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<tr>
<td>VLTB06C</td>
<td>Public Service_Participation</td>
<td>Volunteer benefit 2006:skill expansion</td>
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<tr>
<td>VLTB06D</td>
<td>Public Service_Participation</td>
<td>Volunteer benefit 2006:resume</td>
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<tr>
<td>VLTB06E</td>
<td>Public Service_Participation</td>
<td>Volunteer benefit 2006:choice of majors</td>
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<tr>
<td>VLTB06F</td>
<td>Public Service_Participation</td>
<td>Volunteer benefit 2006:compassionate person</td>
</tr>
<tr>
<td>VLTB06G</td>
<td>Public Service_Participation</td>
<td>Volunteer benefit 2006:awareness of social issues</td>
</tr>
<tr>
<td>VLTB06H</td>
<td>Public Service_Participation</td>
<td>Volunteer benefit 2006:other</td>
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<td>Public Service_Participation</td>
<td>Volunteer reason 2006: required</td>
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<tr>
<td>VLTR06B</td>
<td>Public Service_Participation</td>
<td>Volunteer reason 2006: campus organization</td>
</tr>
<tr>
<td>VLTR06C</td>
<td>Public Service_Participation</td>
<td>Volunteer reason 2006: encouraged by friends/family</td>
</tr>
<tr>
<td>VLTR06X</td>
<td>Public Service_Participation</td>
<td>Volunteer reason 2006: other</td>
</tr>
<tr>
<td>VOTE06</td>
<td>Public Service_Participation</td>
<td>Vote 2006: voted in 2004 elections</td>
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<tr>
<td>VOTEEVER</td>
<td>Public Service_Participation</td>
<td>Vote 2004: ever vote</td>
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<tr>
<td>VOTEREG</td>
<td>Public Service_Participation</td>
<td>Vote 2004: registered to vote US elections</td>
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<td>Public Service_Participation</td>
<td>Vote 2006: registered to vote US elections</td>
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<tr>
<td>COMPTO87</td>
<td>Survey_Sample</td>
<td>Comparable to 1987 NPSAS (excluding Puerto Rico) 2003-04</td>
</tr>
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</table>

| DATASRC    | Survey_Sample          | Data sources (CATI, CADE, and CPS) 2003-04                           |
| INCPS      | Survey_Sample          | Data available from CPS 2003-04                                      |
| INNSLDS    | Survey_Sample          | Data available from NSLDS federal loan record 2003-04                |
| PSU²       | Survey_Sample          | PSU                                                                   |
| STRATUM²   | Survey_Sample          | Stratum                                                               |
| WTA000     | Survey_Sample          | BPS final analysis weight                                             |
| BPS06PSU²  | Weights                | Analysis replicate (PSU)                                             |
| BPS06STR²  | Weights                | Analysis stratum                                                     |

1 Variables are organized in the Data Analysis System (DAS) by their prefix. The prefix displayed here is the primary prefix. A variable can have more than one prefix.

2 This variable is included in the Electronic Codebook (ECB) but not the Data Analysis System (DAS).

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).
Appendix I
Design Effects
## Table I-1. Design effects for all students: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>57.7</td>
<td>0.52</td>
<td>0.36</td>
<td>18,640</td>
<td>1.43</td>
<td>2.05</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>1.0</td>
<td>0.08</td>
<td>0.07</td>
<td>18,640</td>
<td>1.04</td>
<td>1.09</td>
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<tr>
<td>Earned a certificate or associate degree (any nonbachelor’s degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>13.5</td>
<td>0.47</td>
<td>0.25</td>
<td>18,640</td>
<td>1.88</td>
<td>3.54</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>4.8</td>
<td>0.25</td>
<td>0.16</td>
<td>18,640</td>
<td>1.59</td>
<td>2.52</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>81.1</td>
<td>0.54</td>
<td>0.29</td>
<td>18,640</td>
<td>1.88</td>
<td>3.53</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>70.6</td>
<td>0.55</td>
<td>0.33</td>
<td>18,640</td>
<td>1.66</td>
<td>2.74</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>38.1</td>
<td>0.30</td>
<td>0.36</td>
<td>18,640</td>
<td>0.85</td>
<td>0.72</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>4.0</td>
<td>0.25</td>
<td>0.14</td>
<td>18,640</td>
<td>1.72</td>
<td>2.96</td>
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<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>6.0</td>
<td>0.23</td>
<td>0.17</td>
<td>18,640</td>
<td>1.34</td>
<td>1.81</td>
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<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1, 2</td>
<td>14.3</td>
<td>0.43</td>
<td>0.26</td>
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<td>1.66</td>
<td>2.75</td>
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<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSL06 = 1</td>
<td>26.4</td>
<td>0.78</td>
<td>0.48</td>
<td>8,510</td>
<td>1.62</td>
<td>2.63</td>
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<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>36.2</td>
<td>1.96</td>
<td>1.19</td>
<td>1,640</td>
<td>1.65</td>
<td>2.72</td>
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<td>Took classes toward certification</td>
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<td>1.39</td>
<td>1,290</td>
<td>1.99</td>
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<td>Self-employed</td>
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<td>0.22</td>
<td>11,580</td>
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<td>Current job related to coursework</td>
<td>JOBRML06 = 1</td>
<td>37.8</td>
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<td>0.79</td>
<td>3,740</td>
<td>1.86</td>
<td>3.46</td>
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<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
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<td>0.29</td>
<td>0.22</td>
<td>5,400</td>
<td>1.31</td>
<td>1.72</td>
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<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>78.3</td>
<td>0.56</td>
<td>0.30</td>
<td>18,640</td>
<td>1.86</td>
<td>3.46</td>
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<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>22.1</td>
<td>0.46</td>
<td>0.30</td>
<td>18,640</td>
<td>1.51</td>
<td>2.28</td>
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<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>10.5</td>
<td>0.42</td>
<td>0.22</td>
<td>18,640</td>
<td>1.86</td>
<td>3.45</td>
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<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>17.4</td>
<td>1.00</td>
<td>0.74</td>
<td>2,630</td>
<td>1.36</td>
<td>1.84</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANY05 = 1</td>
<td>11.6</td>
<td>0.39</td>
<td>0.23</td>
<td>18,640</td>
<td>1.66</td>
<td>2.77</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>31.5</td>
<td>0.53</td>
<td>0.34</td>
<td>18,640</td>
<td>1.55</td>
<td>2.42</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>50.6</td>
<td>0.70</td>
<td>0.48</td>
<td>10,680</td>
<td>1.45</td>
<td>2.10</td>
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<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>37.9</td>
<td>0.48</td>
<td>0.36</td>
<td>18,640</td>
<td>1.36</td>
<td>1.86</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>11.0</td>
<td>0.35</td>
<td>0.23</td>
<td>18,640</td>
<td>1.51</td>
<td>2.29</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>37.3</td>
<td>0.74</td>
<td>0.35</td>
<td>18,640</td>
<td>2.20</td>
<td>4.82</td>
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<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>31.0</td>
<td>0.54</td>
<td>0.34</td>
<td>18,640</td>
<td>1.58</td>
<td>2.51</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>34.4</td>
<td>0.59</td>
<td>0.36</td>
<td>17,230</td>
<td>1.63</td>
<td>2.64</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>74.8</td>
<td>0.52</td>
<td>0.36</td>
<td>14,890</td>
<td>1.46</td>
<td>2.13</td>
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</tbody>
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**Summary statistics**

<table>
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<tr>
<th></th>
<th>Mean</th>
<th>Minimum</th>
<th>25th percentile</th>
<th>75th percentile</th>
<th>Median</th>
<th>Maximum</th>
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<tbody>
<tr>
<td></td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
</tr>
</tbody>
</table>

† Not applicable.

**NOTE:** DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).
Table I-2. Design effects for male students: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>56.9</td>
<td>0.97</td>
<td>0.56</td>
<td>7,750</td>
<td>1.72</td>
<td>2.97</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>0.9</td>
<td>0.10</td>
<td>0.11</td>
<td>7,750</td>
<td>0.96</td>
<td>0.92</td>
</tr>
<tr>
<td>Earned a certificate or associate degree</td>
<td>PROUTFI3 = 2, 3</td>
<td>11.7</td>
<td>0.68</td>
<td>0.36</td>
<td>7,750</td>
<td>1.85</td>
<td>3.44</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>4.8</td>
<td>0.36</td>
<td>0.24</td>
<td>7,750</td>
<td>1.49</td>
<td>2.22</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>80.9</td>
<td>0.82</td>
<td>0.45</td>
<td>7,750</td>
<td>1.84</td>
<td>3.38</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>66.8</td>
<td>1.13</td>
<td>0.54</td>
<td>7,750</td>
<td>2.11</td>
<td>4.46</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN &gt; 0</td>
<td>35.9</td>
<td>0.86</td>
<td>0.54</td>
<td>7,750</td>
<td>1.58</td>
<td>2.51</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>4.8</td>
<td>0.43</td>
<td>0.24</td>
<td>7,750</td>
<td>1.77</td>
<td>3.14</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>3.8</td>
<td>0.31</td>
<td>0.22</td>
<td>7,750</td>
<td>1.44</td>
<td>2.06</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1, 2</td>
<td>10.8</td>
<td>0.63</td>
<td>0.35</td>
<td>7,750</td>
<td>1.79</td>
<td>3.21</td>
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<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSL06 = 1</td>
<td>28.2</td>
<td>1.36</td>
<td>0.78</td>
<td>3,330</td>
<td>1.75</td>
<td>3.06</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>36.4</td>
<td>3.04</td>
<td>1.80</td>
<td>720</td>
<td>1.69</td>
<td>2.85</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>38.1</td>
<td>4.62</td>
<td>2.16</td>
<td>510</td>
<td>2.14</td>
<td>4.59</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTY06 = 6</td>
<td>5.2</td>
<td>0.48</td>
<td>0.33</td>
<td>4,580</td>
<td>1.46</td>
<td>2.12</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBRLM06 = 1</td>
<td>35.0</td>
<td>2.29</td>
<td>1.18</td>
<td>1,630</td>
<td>1.94</td>
<td>3.75</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>2.6</td>
<td>0.46</td>
<td>0.33</td>
<td>2,270</td>
<td>1.39</td>
<td>1.93</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>83.1</td>
<td>0.82</td>
<td>0.43</td>
<td>7,750</td>
<td>1.92</td>
<td>3.68</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>15.5</td>
<td>0.71</td>
<td>0.41</td>
<td>7,750</td>
<td>1.73</td>
<td>3.01</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>4.9</td>
<td>0.45</td>
<td>0.24</td>
<td>7,750</td>
<td>1.85</td>
<td>3.44</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>21.8</td>
<td>2.27</td>
<td>1.39</td>
<td>890</td>
<td>1.64</td>
<td>2.68</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANY05 = 1</td>
<td>7.2</td>
<td>0.42</td>
<td>0.29</td>
<td>7,750</td>
<td>1.45</td>
<td>2.10</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>26.6</td>
<td>0.74</td>
<td>0.50</td>
<td>7,750</td>
<td>1.48</td>
<td>2.19</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPA0Y06 = 1</td>
<td>56.5</td>
<td>1.15</td>
<td>0.76</td>
<td>4,230</td>
<td>1.51</td>
<td>2.27</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>36.6</td>
<td>0.74</td>
<td>0.55</td>
<td>7,750</td>
<td>1.34</td>
<td>1.81</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>11.5</td>
<td>0.63</td>
<td>0.36</td>
<td>7,750</td>
<td>1.74</td>
<td>3.02</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>32.7</td>
<td>1.11</td>
<td>0.53</td>
<td>7,750</td>
<td>2.09</td>
<td>4.37</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>32.7</td>
<td>0.84</td>
<td>0.53</td>
<td>7,750</td>
<td>1.57</td>
<td>2.47</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>34.8</td>
<td>0.85</td>
<td>0.56</td>
<td>7,170</td>
<td>1.51</td>
<td>2.27</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>72.0</td>
<td>0.83</td>
<td>0.57</td>
<td>6,220</td>
<td>1.45</td>
<td>2.11</td>
</tr>
</tbody>
</table>

Summary statistics

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Minimum</td>
<td>†</td>
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<td>†</td>
<td>†</td>
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<tr>
<td>25th percentile</td>
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<td>Median</td>
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<td>†</td>
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<tr>
<td>75th percentile</td>
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<tr>
<td>Maximum</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
</tr>
</tbody>
</table>

† Not applicable.


### Table I-3. Design effects for female students: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>58.2</td>
<td>0.75</td>
<td>0.47</td>
<td>10,890</td>
<td>1.58</td>
<td>2.49</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>1.1</td>
<td>0.11</td>
<td>0.10</td>
<td>10,890</td>
<td>1.12</td>
<td>1.26</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor's degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>14.8</td>
<td>0.57</td>
<td>0.34</td>
<td>10,890</td>
<td>1.66</td>
<td>2.77</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>4.7</td>
<td>0.31</td>
<td>0.20</td>
<td>10,890</td>
<td>1.54</td>
<td>2.38</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>81.2</td>
<td>0.66</td>
<td>0.37</td>
<td>10,890</td>
<td>1.77</td>
<td>3.12</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>73.5</td>
<td>0.66</td>
<td>0.42</td>
<td>10,890</td>
<td>1.55</td>
<td>2.41</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>39.8</td>
<td>0.67</td>
<td>0.47</td>
<td>10,890</td>
<td>1.42</td>
<td>2.01</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>3.4</td>
<td>0.23</td>
<td>0.17</td>
<td>10,890</td>
<td>1.35</td>
<td>1.83</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>7.7</td>
<td>0.39</td>
<td>0.26</td>
<td>10,890</td>
<td>1.50</td>
<td>2.26</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1, 2</td>
<td>16.9</td>
<td>0.55</td>
<td>0.36</td>
<td>10,890</td>
<td>1.52</td>
<td>2.30</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSLO6 = 1</td>
<td>25.3</td>
<td>0.91</td>
<td>0.60</td>
<td>5,180</td>
<td>1.50</td>
<td>2.26</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>36.0</td>
<td>2.30</td>
<td>1.58</td>
<td>920</td>
<td>1.45</td>
<td>2.11</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>58.7</td>
<td>2.97</td>
<td>1.76</td>
<td>780</td>
<td>1.69</td>
<td>2.84</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>6.6</td>
<td>0.44</td>
<td>0.30</td>
<td>6,990</td>
<td>1.50</td>
<td>2.24</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBRLM06 = 1</td>
<td>40.1</td>
<td>1.75</td>
<td>1.07</td>
<td>2,110</td>
<td>1.64</td>
<td>2.68</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>2.9</td>
<td>0.38</td>
<td>0.30</td>
<td>3,130</td>
<td>1.27</td>
<td>1.61</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>74.7</td>
<td>0.67</td>
<td>0.42</td>
<td>10,890</td>
<td>1.62</td>
<td>2.61</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>27.0</td>
<td>0.68</td>
<td>0.43</td>
<td>10,890</td>
<td>1.59</td>
<td>2.52</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>14.7</td>
<td>0.63</td>
<td>0.34</td>
<td>10,890</td>
<td>1.86</td>
<td>3.45</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>14.9</td>
<td>1.12</td>
<td>0.85</td>
<td>1,740</td>
<td>1.31</td>
<td>1.71</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker's compensation)</td>
<td>NTXANY05 = 1</td>
<td>14.9</td>
<td>0.57</td>
<td>0.34</td>
<td>10,890</td>
<td>1.66</td>
<td>2.75</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>35.2</td>
<td>0.65</td>
<td>0.46</td>
<td>10,890</td>
<td>1.43</td>
<td>2.04</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>46.6</td>
<td>0.89</td>
<td>0.62</td>
<td>6,450</td>
<td>1.44</td>
<td>2.07</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>38.8</td>
<td>0.62</td>
<td>0.47</td>
<td>10,890</td>
<td>1.33</td>
<td>1.77</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>10.7</td>
<td>0.44</td>
<td>0.30</td>
<td>10,890</td>
<td>1.49</td>
<td>2.22</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>40.8</td>
<td>0.93</td>
<td>0.47</td>
<td>10,890</td>
<td>1.98</td>
<td>3.92</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>29.8</td>
<td>0.67</td>
<td>0.44</td>
<td>10,890</td>
<td>1.53</td>
<td>2.33</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>34.1</td>
<td>0.77</td>
<td>0.47</td>
<td>10,060</td>
<td>1.62</td>
<td>2.64</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>77.0</td>
<td>0.61</td>
<td>0.45</td>
<td>8,670</td>
<td>1.34</td>
<td>1.80</td>
</tr>
</tbody>
</table>

**Summary statistics**

- Mean † † † † † 1.53 2.36
- Minimum † † † † † 1.12 1.26
- 25th percentile † † † † † 1.43 2.04
- Median † † † † † 1.52 2.30
- 75th percentile † † † † † 1.62 2.64
- Maximum † † † † † 1.98 3.92

† Not applicable.


### Table I-4. Design effects for White students: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>60.7</td>
<td>0.80</td>
<td>0.45</td>
<td>11,790</td>
<td>1.78</td>
<td>3.16</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>1.2</td>
<td>0.11</td>
<td>0.10</td>
<td>11,790</td>
<td>1.06</td>
<td>1.13</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor’s degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>12.4</td>
<td>0.65</td>
<td>0.30</td>
<td>11,790</td>
<td>2.13</td>
<td>4.53</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>4.8</td>
<td>0.25</td>
<td>0.20</td>
<td>11,790</td>
<td>1.28</td>
<td>1.63</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>81.7</td>
<td>0.58</td>
<td>0.36</td>
<td>11,790</td>
<td>1.64</td>
<td>2.70</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>69.4</td>
<td>0.88</td>
<td>0.42</td>
<td>11,790</td>
<td>2.07</td>
<td>4.27</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>37.8</td>
<td>0.70</td>
<td>0.45</td>
<td>11,790</td>
<td>1.56</td>
<td>2.43</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>4.4</td>
<td>0.26</td>
<td>0.19</td>
<td>11,790</td>
<td>1.37</td>
<td>1.87</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>7.0</td>
<td>0.33</td>
<td>0.23</td>
<td>11,790</td>
<td>1.42</td>
<td>2.01</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1.2</td>
<td>13.4</td>
<td>0.49</td>
<td>0.31</td>
<td>11,790</td>
<td>1.56</td>
<td>2.42</td>
</tr>
<tr>
<td>Currently repaying education loans for students with loans</td>
<td>RPYSLO6 = 1</td>
<td>24.5</td>
<td>0.92</td>
<td>0.58</td>
<td>5,430</td>
<td>1.58</td>
<td>2.51</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>35.6</td>
<td>2.59</td>
<td>1.51</td>
<td>1,000</td>
<td>1.72</td>
<td>2.95</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>50.8</td>
<td>4.92</td>
<td>1.90</td>
<td>690</td>
<td>2.59</td>
<td>6.69</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>6.4</td>
<td>0.42</td>
<td>0.28</td>
<td>7,630</td>
<td>1.49</td>
<td>2.22</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBRLM06 = 1</td>
<td>38.8</td>
<td>2.14</td>
<td>1.04</td>
<td>2,220</td>
<td>2.07</td>
<td>4.27</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>1.7</td>
<td>0.34</td>
<td>0.24</td>
<td>3,020</td>
<td>1.42</td>
<td>2.02</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>78.6</td>
<td>0.73</td>
<td>0.38</td>
<td>11,790</td>
<td>1.93</td>
<td>3.71</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>18.0</td>
<td>0.63</td>
<td>0.35</td>
<td>11,790</td>
<td>1.79</td>
<td>3.19</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>6.9</td>
<td>0.44</td>
<td>0.23</td>
<td>11,790</td>
<td>1.87</td>
<td>3.51</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>16.4</td>
<td>1.38</td>
<td>0.91</td>
<td>1,670</td>
<td>1.53</td>
<td>2.33</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANY05 = 1</td>
<td>8.9</td>
<td>0.49</td>
<td>0.26</td>
<td>11,790</td>
<td>1.86</td>
<td>3.46</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>32.3</td>
<td>0.66</td>
<td>0.43</td>
<td>11,790</td>
<td>1.53</td>
<td>2.35</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>53.5</td>
<td>0.92</td>
<td>0.60</td>
<td>7,030</td>
<td>1.54</td>
<td>2.38</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>41.1</td>
<td>0.65</td>
<td>0.45</td>
<td>11,790</td>
<td>1.44</td>
<td>2.07</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>11.9</td>
<td>0.43</td>
<td>0.30</td>
<td>11,790</td>
<td>1.44</td>
<td>2.08</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>32.9</td>
<td>0.98</td>
<td>0.43</td>
<td>11,790</td>
<td>2.26</td>
<td>5.12</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>33.1</td>
<td>0.65</td>
<td>0.43</td>
<td>11,790</td>
<td>1.51</td>
<td>2.27</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>35.4</td>
<td>0.76</td>
<td>0.45</td>
<td>11,460</td>
<td>1.70</td>
<td>2.90</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>77.2</td>
<td>0.63</td>
<td>0.42</td>
<td>9,990</td>
<td>1.50</td>
<td>2.26</td>
</tr>
</tbody>
</table>

**Summary statistics**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Minimum</th>
<th>25th percentile</th>
<th>Median</th>
<th>75th percentile</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
</tr>
</tbody>
</table>

† Not applicable.

**NOTE:** DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).
### Table I-5. Design effects for Black or African American students: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>47.8</td>
<td>1.60</td>
<td>0.99</td>
<td>2,540</td>
<td>1.62</td>
<td>2.62</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>0.4</td>
<td>0.13</td>
<td>0.12</td>
<td>2,540</td>
<td>1.11</td>
<td>1.24</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor’s degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>14.0</td>
<td>1.39</td>
<td>0.69</td>
<td>2,540</td>
<td>2.01</td>
<td>4.05</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>4.5</td>
<td>0.69</td>
<td>0.41</td>
<td>2,540</td>
<td>1.67</td>
<td>2.78</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>75.1</td>
<td>1.67</td>
<td>0.86</td>
<td>2,540</td>
<td>1.95</td>
<td>3.79</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>82.5</td>
<td>1.26</td>
<td>0.75</td>
<td>2,540</td>
<td>1.67</td>
<td>2.79</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>47.6</td>
<td>2.11</td>
<td>0.99</td>
<td>2,540</td>
<td>2.13</td>
<td>4.53</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>2.6</td>
<td>0.64</td>
<td>0.32</td>
<td>2,540</td>
<td>2.03</td>
<td>4.12</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>4.9</td>
<td>0.57</td>
<td>0.43</td>
<td>2,540</td>
<td>1.33</td>
<td>1.77</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1.2</td>
<td>16.4</td>
<td>1.43</td>
<td>0.73</td>
<td>2,540</td>
<td>1.95</td>
<td>3.79</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSLO6 = 1</td>
<td>24.4</td>
<td>2.24</td>
<td>1.23</td>
<td>1,210</td>
<td>1.82</td>
<td>3.31</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>37.3</td>
<td>4.59</td>
<td>3.41</td>
<td>200</td>
<td>1.35</td>
<td>1.81</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>44.4</td>
<td>4.35</td>
<td>3.30</td>
<td>2,540</td>
<td>1.32</td>
<td>1.74</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>6.5</td>
<td>0.67</td>
<td>0.65</td>
<td>1,440</td>
<td>1.35</td>
<td>1.81</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBRLM06 = 1</td>
<td>33.7</td>
<td>2.77</td>
<td>1.91</td>
<td>620</td>
<td>1.45</td>
<td>2.11</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>4.3</td>
<td>0.81</td>
<td>0.65</td>
<td>990</td>
<td>1.26</td>
<td>1.59</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>78.3</td>
<td>1.35</td>
<td>0.82</td>
<td>2,540</td>
<td>1.65</td>
<td>2.72</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>34.5</td>
<td>1.41</td>
<td>0.94</td>
<td>2,540</td>
<td>1.49</td>
<td>2.22</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>24.7</td>
<td>1.31</td>
<td>0.86</td>
<td>2,540</td>
<td>1.53</td>
<td>2.33</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>21.8</td>
<td>2.92</td>
<td>2.33</td>
<td>310</td>
<td>1.25</td>
<td>1.56</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANY05 = 1</td>
<td>19.9</td>
<td>1.30</td>
<td>0.79</td>
<td>2,540</td>
<td>1.64</td>
<td>2.68</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>23.5</td>
<td>1.37</td>
<td>0.84</td>
<td>2,540</td>
<td>1.63</td>
<td>2.66</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>37.6</td>
<td>1.99</td>
<td>1.40</td>
<td>1,190</td>
<td>1.42</td>
<td>2.02</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>33.5</td>
<td>1.50</td>
<td>0.94</td>
<td>2,540</td>
<td>1.60</td>
<td>2.55</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>8.3</td>
<td>0.87</td>
<td>0.55</td>
<td>2,540</td>
<td>1.59</td>
<td>2.53</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>53.0</td>
<td>1.85</td>
<td>0.99</td>
<td>2,540</td>
<td>1.87</td>
<td>3.50</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>22.7</td>
<td>1.32</td>
<td>0.83</td>
<td>2,540</td>
<td>1.59</td>
<td>2.54</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>34.0</td>
<td>1.74</td>
<td>0.99</td>
<td>2,290</td>
<td>1.76</td>
<td>3.10</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>71.8</td>
<td>1.50</td>
<td>1.01</td>
<td>1,990</td>
<td>1.49</td>
<td>2.22</td>
</tr>
</tbody>
</table>

Summary statistics

- Mean: † † † † † 1.60 2.64
- Minimum: † † † † † † † 1.11 1.24
- 25th percentile: † † † † † † † 1.42 2.02
- Median: † † † † † † † 1.60 2.55
- 75th percentile: † † † † † † † 1.76 3.10
- Maximum: † † † † † † † 2.13 4.53

† Not applicable.


### Table I-6. Design effects for Hispanic or Latino students: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>49.6</td>
<td>1.48</td>
<td>1.00</td>
<td>2,490</td>
<td>1.48</td>
<td>2.19</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>0.4</td>
<td>0.15</td>
<td>0.13</td>
<td>2,490</td>
<td>1.16</td>
<td>1.35</td>
</tr>
<tr>
<td>Earned a certificate or associate degree</td>
<td>PROUTFI3 = 2, 3</td>
<td>19.1</td>
<td>1.47</td>
<td>0.79</td>
<td>2,490</td>
<td>1.87</td>
<td>3.51</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>4.0</td>
<td>0.47</td>
<td>0.39</td>
<td>2,490</td>
<td>1.19</td>
<td>1.43</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>80.1</td>
<td>1.22</td>
<td>0.80</td>
<td>2,490</td>
<td>1.53</td>
<td>2.34</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>68.9</td>
<td>1.53</td>
<td>0.93</td>
<td>2,490</td>
<td>1.65</td>
<td>2.72</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>35.2</td>
<td>1.82</td>
<td>0.96</td>
<td>2,490</td>
<td>1.90</td>
<td>3.62</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>3.1</td>
<td>0.63</td>
<td>0.35</td>
<td>2,490</td>
<td>1.83</td>
<td>3.36</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>4.9</td>
<td>0.66</td>
<td>0.43</td>
<td>2,490</td>
<td>1.52</td>
<td>2.31</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1, 2</td>
<td>17.3</td>
<td>1.14</td>
<td>0.76</td>
<td>2,490</td>
<td>1.51</td>
<td>2.29</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSLO6 = 1</td>
<td>35.7</td>
<td>2.12</td>
<td>1.43</td>
<td>1,120</td>
<td>1.40</td>
<td>1.95</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLPO6 = 1</td>
<td>37.9</td>
<td>3.94</td>
<td>2.82</td>
<td>300</td>
<td>1.40</td>
<td>1.95</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>52.3</td>
<td>3.95</td>
<td>3.06</td>
<td>270</td>
<td>1.29</td>
<td>1.66</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYPO6 = 6</td>
<td>5.1</td>
<td>0.69</td>
<td>0.57</td>
<td>1,460</td>
<td>1.21</td>
<td>1.46</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBLRML06 = 1</td>
<td>38.4</td>
<td>3.21</td>
<td>2.00</td>
<td>590</td>
<td>1.61</td>
<td>2.58</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>3.2</td>
<td>0.73</td>
<td>0.58</td>
<td>920</td>
<td>1.26</td>
<td>1.59</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>73.5</td>
<td>1.40</td>
<td>0.88</td>
<td>2,490</td>
<td>1.58</td>
<td>2.50</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANYO6 = 1</td>
<td>31.1</td>
<td>1.52</td>
<td>0.93</td>
<td>2,490</td>
<td>1.64</td>
<td>2.68</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>14.1</td>
<td>1.10</td>
<td>0.70</td>
<td>2,490</td>
<td>1.57</td>
<td>2.48</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>16.5</td>
<td>2.44</td>
<td>1.79</td>
<td>430</td>
<td>1.37</td>
<td>1.87</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANYO5 = 1</td>
<td>15.7</td>
<td>0.87</td>
<td>0.73</td>
<td>2,490</td>
<td>1.20</td>
<td>1.43</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUMO6 &gt; 1</td>
<td>33.8</td>
<td>1.32</td>
<td>0.95</td>
<td>2,490</td>
<td>1.39</td>
<td>1.93</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAYO6 = 1</td>
<td>41.8</td>
<td>1.94</td>
<td>1.34</td>
<td>1,360</td>
<td>1.45</td>
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</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>27.5</td>
<td>1.30</td>
<td>0.89</td>
<td>2,490</td>
<td>1.46</td>
<td>2.13</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>9.7</td>
<td>0.82</td>
<td>0.59</td>
<td>2,490</td>
<td>1.38</td>
<td>1.91</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDEX &gt; 1</td>
<td>45.4</td>
<td>1.64</td>
<td>1.00</td>
<td>2,490</td>
<td>1.64</td>
<td>2.69</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>28.8</td>
<td>1.53</td>
<td>0.91</td>
<td>2,490</td>
<td>1.69</td>
<td>2.85</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>33.6</td>
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<td>2,070</td>
<td>1.54</td>
<td>2.39</td>
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<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>69.8</td>
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<td>1.11</td>
<td>1,720</td>
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**Summary statistics**

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<th>75th percentile</th>
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</tr>
</tbody>
</table>

† Not applicable.

**NOTE:** DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).
**Table I-7. Design effects for Asian students: 2006**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>72.9</td>
<td>2.14</td>
<td>1.53</td>
<td>840</td>
<td>1.40</td>
<td>1.96</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>2.1</td>
<td>0.54</td>
<td>0.49</td>
<td>840</td>
<td>1.09</td>
<td>1.18</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor’s degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>8.7</td>
<td>1.29</td>
<td>0.97</td>
<td>840</td>
<td>1.33</td>
<td>1.76</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>8.5</td>
<td>1.40</td>
<td>0.96</td>
<td>840</td>
<td>1.45</td>
<td>2.11</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBR0LE = 0, 1</td>
<td>92.0</td>
<td>1.37</td>
<td>0.93</td>
<td>840</td>
<td>1.47</td>
<td>2.16</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>59.8</td>
<td>2.90</td>
<td>1.69</td>
<td>840</td>
<td>1.72</td>
<td>2.95</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>25.4</td>
<td>1.94</td>
<td>1.50</td>
<td>840</td>
<td>1.29</td>
<td>1.67</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>4.4</td>
<td>0.96</td>
<td>0.71</td>
<td>840</td>
<td>1.36</td>
<td>1.86</td>
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<tr>
<td>Education major when last enrolled</td>
<td>MAJO06A = 10</td>
<td>3.4</td>
<td>0.82</td>
<td>0.63</td>
<td>840</td>
<td>1.31</td>
<td>1.70</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1.2</td>
<td>13.0</td>
<td>1.65</td>
<td>1.16</td>
<td>840</td>
<td>1.42</td>
<td>2.03</td>
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<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSL06 = 1</td>
<td>24.0</td>
<td>3.31</td>
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<td>1.98</td>
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<tr>
<td>Parents helping to repay loans</td>
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<td>42.1</td>
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<td>60</td>
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<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>58.5</td>
<td>12.76</td>
<td>9.31</td>
<td>30</td>
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<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>2.8</td>
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<td>0.76</td>
<td>470</td>
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<td>1.63</td>
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<tr>
<td>Current job related to coursework</td>
<td>JOBR0LM06 = 1</td>
<td>33.4</td>
<td>6.36</td>
<td>4.89</td>
<td>90</td>
<td>1.30</td>
<td>1.69</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>8.2</td>
<td>4.03</td>
<td>2.31</td>
<td>140</td>
<td>1.74</td>
<td>3.03</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>87.8</td>
<td>1.80</td>
<td>1.13</td>
<td>840</td>
<td>1.59</td>
<td>2.53</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>10.2</td>
<td>1.70</td>
<td>1.04</td>
<td>840</td>
<td>1.63</td>
<td>2.66</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGL0PAR = 1</td>
<td>2.5</td>
<td>0.69</td>
<td>0.54</td>
<td>840</td>
<td>1.29</td>
<td>1.66</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>26.1</td>
<td>7.43</td>
<td>4.76</td>
<td>90</td>
<td>1.56</td>
<td>2.43</td>
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<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTTXANY05 = 1</td>
<td>5.7</td>
<td>1.06</td>
<td>0.80</td>
<td>840</td>
<td>1.33</td>
<td>1.77</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>36.5</td>
<td>2.37</td>
<td>1.66</td>
<td>840</td>
<td>1.43</td>
<td>2.03</td>
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<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>67.4</td>
<td>2.19</td>
<td>1.97</td>
<td>570</td>
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<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>43.3</td>
<td>2.32</td>
<td>1.71</td>
<td>840</td>
<td>1.36</td>
<td>1.84</td>
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<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>8.8</td>
<td>1.48</td>
<td>0.98</td>
<td>840</td>
<td>1.51</td>
<td>2.27</td>
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<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>22.8</td>
<td>2.37</td>
<td>1.45</td>
<td>840</td>
<td>1.64</td>
<td>2.66</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>36.4</td>
<td>2.31</td>
<td>1.66</td>
<td>840</td>
<td>1.39</td>
<td>1.94</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>22.6</td>
<td>2.79</td>
<td>1.84</td>
<td>520</td>
<td>1.52</td>
<td>2.31</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>64.9</td>
<td>2.81</td>
<td>2.27</td>
<td>440</td>
<td>1.24</td>
<td>1.53</td>
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</table>

**Summary statistics**

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<tr>
<th></th>
<th>Mean</th>
<th>Minimum</th>
<th>25th percentile</th>
<th>Median</th>
<th>75th percentile</th>
<th>Maximum</th>
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</table>

† Not applicable.


### Table I-8. Design effects for American Indian or Alaska Native students: 2006

<table>
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<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLLENRL = 1</td>
<td>55.0</td>
<td>8.77</td>
<td>4.30</td>
<td>130</td>
<td>2.04</td>
<td>4.16</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>#</td>
<td>†</td>
<td>†</td>
<td>130</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor’s degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>10.7</td>
<td>3.24</td>
<td>2.67</td>
<td>130</td>
<td>1.22</td>
<td>1.48</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>1.3</td>
<td>0.81</td>
<td>0.97</td>
<td>130</td>
<td>0.83</td>
<td>0.70</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>69.2</td>
<td>6.34</td>
<td>3.99</td>
<td>130</td>
<td>1.59</td>
<td>2.53</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>72.6</td>
<td>5.66</td>
<td>3.85</td>
<td>130</td>
<td>1.47</td>
<td>2.16</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTOAN2 &gt; 0</td>
<td>26.7</td>
<td>5.89</td>
<td>3.82</td>
<td>130</td>
<td>1.54</td>
<td>2.37</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTOAN2 &gt; 12,000</td>
<td>1.9</td>
<td>1.49</td>
<td>1.18</td>
<td>130</td>
<td>1.26</td>
<td>1.59</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>4.9</td>
<td>2.74</td>
<td>1.86</td>
<td>130</td>
<td>1.47</td>
<td>2.17</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1.2</td>
<td>10.6</td>
<td>3.82</td>
<td>2.66</td>
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<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSLO6 = 1</td>
<td>32.2</td>
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<td>50</td>
<td>1.50</td>
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<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
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<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>48.4</td>
<td>23.75</td>
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<td>10</td>
<td>1.43</td>
<td>2.03</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYY06 = 6</td>
<td>10.4</td>
<td>6.07</td>
<td>3.67</td>
<td>70</td>
<td>1.65</td>
<td>2.73</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBRLM06 = 1</td>
<td>45.2</td>
<td>12.31</td>
<td>8.18</td>
<td>40</td>
<td>1.50</td>
<td>2.26</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>8.7</td>
<td>7.25</td>
<td>3.79</td>
<td>60</td>
<td>1.91</td>
<td>3.66</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>74.9</td>
<td>5.19</td>
<td>3.75</td>
<td>130</td>
<td>1.38</td>
<td>1.91</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>38.7</td>
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<td>1.33</td>
<td>1.78</td>
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<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>20.6</td>
<td>5.41</td>
<td>3.50</td>
<td>130</td>
<td>1.55</td>
<td>2.40</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>7.4</td>
<td>5.63</td>
<td>4.85</td>
<td>30</td>
<td>1.16</td>
<td>1.34</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANY05 = 1</td>
<td>23.6</td>
<td>6.36</td>
<td>3.67</td>
<td>130</td>
<td>1.73</td>
<td>3.01</td>
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<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>39.8</td>
<td>10.65</td>
<td>4.23</td>
<td>130</td>
<td>2.52</td>
<td>6.34</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>34.6</td>
<td>9.18</td>
<td>5.53</td>
<td>70</td>
<td>1.66</td>
<td>2.76</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>30.0</td>
<td>6.78</td>
<td>3.96</td>
<td>130</td>
<td>1.71</td>
<td>2.93</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>12.0</td>
<td>2.95</td>
<td>2.80</td>
<td>130</td>
<td>1.05</td>
<td>1.10</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>61.9</td>
<td>7.98</td>
<td>4.20</td>
<td>130</td>
<td>1.90</td>
<td>3.62</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRD BEN &gt; 0</td>
<td>26.1</td>
<td>6.21</td>
<td>3.80</td>
<td>130</td>
<td>1.64</td>
<td>2.67</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>36.0</td>
<td>5.85</td>
<td>4.21</td>
<td>130</td>
<td>1.39</td>
<td>1.93</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>71.5</td>
<td>7.25</td>
<td>4.49</td>
<td>100</td>
<td>1.61</td>
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</table>

**Summary statistics**

- Mean: †
- Minimum: †
- 25th percentile: †
- Median: †
- 75th percentile: †
- Maximum: †

† Not applicable.

# Rounds to zero.

**NOTE:** DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).
Table I-9. Design effects for Native Hawaiian / other Pacific Islander students: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>56.9</td>
<td>11.91</td>
<td>6.34</td>
<td>60</td>
<td>1.88</td>
<td>3.53</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>#</td>
<td>†</td>
<td>†</td>
<td>60</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor’s degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>23.4</td>
<td>13.50</td>
<td>5.42</td>
<td>60</td>
<td>2.49</td>
<td>6.20</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>3.4</td>
<td>3.07</td>
<td>2.32</td>
<td>60</td>
<td>1.32</td>
<td>1.74</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>75.2</td>
<td>9.66</td>
<td>5.53</td>
<td>60</td>
<td>1.75</td>
<td>3.05</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>65.9</td>
<td>10.55</td>
<td>6.07</td>
<td>60</td>
<td>1.74</td>
<td>3.02</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>38.1</td>
<td>12.75</td>
<td>6.22</td>
<td>60</td>
<td>2.05</td>
<td>4.20</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>9.1</td>
<td>7.31</td>
<td>3.69</td>
<td>60</td>
<td>1.98</td>
<td>3.93</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>0.6</td>
<td>1.22</td>
<td>0.98</td>
<td>60</td>
<td>1.24</td>
<td>1.53</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1.2</td>
<td>12.5</td>
<td>5.12</td>
<td>4.23</td>
<td>60</td>
<td>1.21</td>
<td>1.47</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSLO6 = 1</td>
<td>40.5</td>
<td>21.14</td>
<td>9.45</td>
<td>30</td>
<td>2.24</td>
<td>5.01</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>32.1</td>
<td>21.69</td>
<td>15.56</td>
<td>10</td>
<td>1.39</td>
<td>1.94</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>26.8</td>
<td>40.64</td>
<td>16.74</td>
<td>10</td>
<td>2.43</td>
<td>5.89</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>7.9</td>
<td>6.79</td>
<td>4.85</td>
<td>30</td>
<td>1.40</td>
<td>1.96</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBLRM06 = 1</td>
<td>32.8</td>
<td>20.88</td>
<td>11.07</td>
<td>20</td>
<td>1.89</td>
<td>3.56</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>#</td>
<td>†</td>
<td>†</td>
<td>30</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>69.4</td>
<td>10.02</td>
<td>5.90</td>
<td>60</td>
<td>1.70</td>
<td>2.89</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>18.1</td>
<td>8.00</td>
<td>4.93</td>
<td>60</td>
<td>1.62</td>
<td>2.63</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>31.0</td>
<td>14.15</td>
<td>5.92</td>
<td>60</td>
<td>2.39</td>
<td>5.71</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>9.7</td>
<td>12.70</td>
<td>8.92</td>
<td>10</td>
<td>1.42</td>
<td>2.03</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANY05 = 1</td>
<td>15.9</td>
<td>8.80</td>
<td>4.68</td>
<td>60</td>
<td>1.88</td>
<td>3.53</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>35.3</td>
<td>11.75</td>
<td>6.12</td>
<td>60</td>
<td>1.92</td>
<td>3.69</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>55.8</td>
<td>13.73</td>
<td>9.22</td>
<td>30</td>
<td>1.49</td>
<td>2.22</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>39.0</td>
<td>10.95</td>
<td>6.24</td>
<td>60</td>
<td>1.75</td>
<td>3.07</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>2.7</td>
<td>2.06</td>
<td>2.06</td>
<td>60</td>
<td>1.00</td>
<td>0.99</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>53.8</td>
<td>11.60</td>
<td>6.38</td>
<td>60</td>
<td>1.82</td>
<td>3.30</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>33.6</td>
<td>13.35</td>
<td>6.05</td>
<td>60</td>
<td>2.21</td>
<td>4.88</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>46.6</td>
<td>17.40</td>
<td>7.52</td>
<td>40</td>
<td>2.31</td>
<td>5.35</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>73.8</td>
<td>11.60</td>
<td>6.95</td>
<td>40</td>
<td>1.67</td>
<td>2.78</td>
</tr>
</tbody>
</table>

Summary statistics

- Mean
- Minimum
- 25th percentile
- Median
- 75th percentile
- Maximum

† Not applicable.
# Rounds to zero.


Table I-10. Design effects for students of Other race/ethnicity: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>58.2</td>
<td>4.73</td>
<td>3.08</td>
<td>260</td>
<td>1.54</td>
<td>2.37</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>1.2</td>
<td>0.68</td>
<td>0.68</td>
<td>260</td>
<td>1.01</td>
<td>1.01</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor’s degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>10.7</td>
<td>2.66</td>
<td>1.93</td>
<td>260</td>
<td>1.38</td>
<td>1.91</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>6.6</td>
<td>1.83</td>
<td>1.55</td>
<td>260</td>
<td>1.18</td>
<td>1.39</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>85.5</td>
<td>2.73</td>
<td>2.20</td>
<td>260</td>
<td>1.24</td>
<td>1.55</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>63.1</td>
<td>4.31</td>
<td>3.01</td>
<td>260</td>
<td>1.43</td>
<td>2.05</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>32.2</td>
<td>3.95</td>
<td>2.91</td>
<td>260</td>
<td>1.36</td>
<td>1.84</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>3.5</td>
<td>1.50</td>
<td>1.14</td>
<td>260</td>
<td>1.31</td>
<td>1.73</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>4.5</td>
<td>2.33</td>
<td>1.29</td>
<td>260</td>
<td>1.81</td>
<td>3.27</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1</td>
<td>15.1</td>
<td>3.33</td>
<td>2.23</td>
<td>260</td>
<td>1.49</td>
<td>2.23</td>
</tr>
<tr>
<td>Currently repaying education loans for students with loans</td>
<td>RPYSLO6 = 1</td>
<td>21.4</td>
<td>6.40</td>
<td>3.93</td>
<td>110</td>
<td>1.63</td>
<td>2.66</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>41.4</td>
<td>21.34</td>
<td>13.66</td>
<td>10</td>
<td>1.56</td>
<td>2.44</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>68.2</td>
<td>16.72</td>
<td>12.45</td>
<td>10</td>
<td>1.34</td>
<td>1.80</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>9.5</td>
<td>3.73</td>
<td>2.36</td>
<td>150</td>
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<tr>
<td>Current job related to coursework</td>
<td>JOBRLM06 = 1</td>
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<td>7.34</td>
<td>5.86</td>
<td>50</td>
<td>1.25</td>
<td>1.57</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>4.8</td>
<td>3.48</td>
<td>2.45</td>
<td>80</td>
<td>1.42</td>
<td>2.01</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>84.7</td>
<td>3.21</td>
<td>2.24</td>
<td>260</td>
<td>1.43</td>
<td>2.05</td>
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<tr>
<td>Has any dependent children</td>
<td>DEPANYY06 = 1</td>
<td>19.1</td>
<td>4.03</td>
<td>2.45</td>
<td>260</td>
<td>1.64</td>
<td>2.70</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>11.4</td>
<td>3.26</td>
<td>1.98</td>
<td>260</td>
<td>1.64</td>
<td>2.71</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>17.3</td>
<td>10.91</td>
<td>8.46</td>
<td>20</td>
<td>1.29</td>
<td>1.66</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker's compensation)</td>
<td>NTXANY05 = 1</td>
<td>15.0</td>
<td>3.66</td>
<td>2.22</td>
<td>260</td>
<td>1.65</td>
<td>2.71</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>29.6</td>
<td>3.77</td>
<td>2.85</td>
<td>260</td>
<td>1.32</td>
<td>1.75</td>
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<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>56.1</td>
<td>5.40</td>
<td>4.15</td>
<td>140</td>
<td>1.30</td>
<td>1.69</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>31.9</td>
<td>3.33</td>
<td>2.91</td>
<td>260</td>
<td>1.15</td>
<td>1.32</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
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<td>2.21</td>
<td>1.98</td>
<td>260</td>
<td>1.11</td>
<td>1.24</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>35.8</td>
<td>4.44</td>
<td>2.99</td>
<td>260</td>
<td>1.48</td>
<td>2.20</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXXRDREN &gt; 0</td>
<td>28.6</td>
<td>3.73</td>
<td>2.82</td>
<td>260</td>
<td>1.32</td>
<td>1.76</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>28.0</td>
<td>4.78</td>
<td>3.12</td>
<td>210</td>
<td>1.53</td>
<td>2.34</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
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<td>4.86</td>
<td>3.36</td>
<td>190</td>
<td>1.45</td>
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Summary statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Minimum</th>
<th>25th percentile</th>
<th>Median</th>
<th>75th percentile</th>
<th>Maximum</th>
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<tr>
<td></td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
</tr>
</tbody>
</table>

† Not applicable.


### Table I-11. Design effects for students of more than one race: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>55.2</td>
<td>3.70</td>
<td>2.16</td>
<td>530</td>
<td>1.72</td>
<td>2.94</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>0.6</td>
<td>0.33</td>
<td>0.33</td>
<td>530</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Earned a certificate or associate degree</td>
<td>PROUTFI3 = 2, 3</td>
<td>13.9</td>
<td>2.65</td>
<td>1.50</td>
<td>530</td>
<td>1.77</td>
<td>3.12</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>3.8</td>
<td>0.79</td>
<td>0.83</td>
<td>530</td>
<td>0.95</td>
<td>0.91</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>83.9</td>
<td>4.85</td>
<td>1.60</td>
<td>530</td>
<td>3.04</td>
<td>9.22</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>72.0</td>
<td>3.11</td>
<td>1.95</td>
<td>530</td>
<td>1.59</td>
<td>2.54</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>41.9</td>
<td>3.92</td>
<td>2.14</td>
<td>530</td>
<td>1.82</td>
<td>3.32</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>4.5</td>
<td>1.14</td>
<td>0.90</td>
<td>530</td>
<td>1.57</td>
<td>2.47</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>3.0</td>
<td>0.73</td>
<td>0.74</td>
<td>530</td>
<td>0.98</td>
<td>0.96</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1.2</td>
<td>12.5</td>
<td>2.25</td>
<td>1.43</td>
<td>530</td>
<td>1.57</td>
<td>2.46</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSL06 = 1</td>
<td>35.0</td>
<td>7.69</td>
<td>3.09</td>
<td>240</td>
<td>2.49</td>
<td>6.20</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>34.0</td>
<td>10.32</td>
<td>7.06</td>
<td>50</td>
<td>1.46</td>
<td>2.14</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>43.2</td>
<td>11.96</td>
<td>7.47</td>
<td>40</td>
<td>1.60</td>
<td>2.56</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>2.0</td>
<td>0.81</td>
<td>0.79</td>
<td>320</td>
<td>1.02</td>
<td>1.04</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBLRM06 = 1</td>
<td>46.5</td>
<td>7.50</td>
<td>4.55</td>
<td>120</td>
<td>1.65</td>
<td>2.71</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>3.5</td>
<td>1.16</td>
<td>1.39</td>
<td>180</td>
<td>0.83</td>
<td>0.70</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>79.5</td>
<td>4.73</td>
<td>1.75</td>
<td>530</td>
<td>2.70</td>
<td>7.31</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>21.9</td>
<td>4.33</td>
<td>1.79</td>
<td>530</td>
<td>2.42</td>
<td>5.84</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>10.7</td>
<td>2.20</td>
<td>1.34</td>
<td>530</td>
<td>1.64</td>
<td>2.69</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>21.2</td>
<td>10.16</td>
<td>5.19</td>
<td>60</td>
<td>1.96</td>
<td>3.83</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANY05 = 1</td>
<td>14.5</td>
<td>2.60</td>
<td>1.53</td>
<td>530</td>
<td>1.70</td>
<td>2.89</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>29.9</td>
<td>2.74</td>
<td>1.99</td>
<td>530</td>
<td>1.38</td>
<td>1.90</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>46.3</td>
<td>4.13</td>
<td>2.95</td>
<td>290</td>
<td>1.40</td>
<td>1.96</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>37.5</td>
<td>3.34</td>
<td>2.10</td>
<td>530</td>
<td>1.59</td>
<td>2.52</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>15.4</td>
<td>4.55</td>
<td>1.57</td>
<td>530</td>
<td>2.90</td>
<td>8.43</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>34.4</td>
<td>4.08</td>
<td>2.06</td>
<td>530</td>
<td>1.98</td>
<td>3.91</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>30.7</td>
<td>4.26</td>
<td>2.00</td>
<td>530</td>
<td>2.13</td>
<td>4.52</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>30.1</td>
<td>4.37</td>
<td>2.04</td>
<td>510</td>
<td>2.14</td>
<td>4.58</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>73.3</td>
<td>3.07</td>
<td>2.16</td>
<td>420</td>
<td>1.42</td>
<td>2.03</td>
</tr>
</tbody>
</table>

**Summary statistics**

- Mean: †
- Minimum: †
- 25th percentile: †
- Median: †
- 75th percentile: †
- Maximum: †

† Not applicable.


### Table I-12. Design effects for public less-than-2-year institutions: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>18.5</td>
<td>2.48</td>
<td>1.66</td>
<td>550</td>
<td>1.49</td>
<td>2.22</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>#</td>
<td>†</td>
<td>†</td>
<td>550</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor’s degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>62.0</td>
<td>4.75</td>
<td>2.08</td>
<td>550</td>
<td>2.29</td>
<td>5.23</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>5.0</td>
<td>1.65</td>
<td>0.93</td>
<td>550</td>
<td>1.77</td>
<td>3.14</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>65.3</td>
<td>3.97</td>
<td>2.03</td>
<td>550</td>
<td>1.95</td>
<td>3.80</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>65.4</td>
<td>3.73</td>
<td>2.03</td>
<td>550</td>
<td>1.83</td>
<td>3.36</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>17.5</td>
<td>1.64</td>
<td>1.63</td>
<td>550</td>
<td>1.01</td>
<td>1.02</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>0.3</td>
<td>0.19</td>
<td>0.23</td>
<td>550</td>
<td>0.82</td>
<td>0.67</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>1.0</td>
<td>1.15</td>
<td>0.42</td>
<td>550</td>
<td>2.73</td>
<td>7.43</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1</td>
<td>6.3</td>
<td>1.99</td>
<td>1.04</td>
<td>550</td>
<td>1.92</td>
<td>3.67</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSL06 = 1</td>
<td>51.3</td>
<td>7.10</td>
<td>5.62</td>
<td>80</td>
<td>1.26</td>
<td>1.60</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>5.4</td>
<td>5.63</td>
<td>5.86</td>
<td>20</td>
<td>0.96</td>
<td>0.92</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>80.4</td>
<td>6.37</td>
<td>3.20</td>
<td>150</td>
<td>1.99</td>
<td>3.97</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 1</td>
<td>1.7</td>
<td>0.95</td>
<td>0.90</td>
<td>210</td>
<td>1.06</td>
<td>1.11</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBLRM06 = 1</td>
<td>61.9</td>
<td>5.80</td>
<td>2.84</td>
<td>290</td>
<td>2.04</td>
<td>4.16</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>1.4</td>
<td>0.70</td>
<td>0.58</td>
<td>400</td>
<td>1.21</td>
<td>1.46</td>
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<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>40.5</td>
<td>3.93</td>
<td>2.10</td>
<td>550</td>
<td>1.87</td>
<td>3.50</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>57.5</td>
<td>2.70</td>
<td>2.11</td>
<td>550</td>
<td>1.28</td>
<td>1.63</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGL004 = 1</td>
<td>21.8</td>
<td>3.27</td>
<td>1.77</td>
<td>550</td>
<td>1.85</td>
<td>3.43</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>7.0</td>
<td>2.86</td>
<td>1.67</td>
<td>240</td>
<td>1.72</td>
<td>2.95</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANY05 = 1</td>
<td>21.8</td>
<td>4.76</td>
<td>1.76</td>
<td>550</td>
<td>2.70</td>
<td>7.28</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>31.5</td>
<td>3.04</td>
<td>1.99</td>
<td>550</td>
<td>1.53</td>
<td>2.34</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>32.9</td>
<td>6.07</td>
<td>2.97</td>
<td>250</td>
<td>2.04</td>
<td>4.17</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRL06 = 1</td>
<td>22.8</td>
<td>4.01</td>
<td>1.79</td>
<td>550</td>
<td>2.24</td>
<td>5.01</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>20.7</td>
<td>2.43</td>
<td>1.73</td>
<td>550</td>
<td>1.40</td>
<td>1.96</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>84.4</td>
<td>2.12</td>
<td>1.55</td>
<td>550</td>
<td>1.37</td>
<td>1.87</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>30.0</td>
<td>3.89</td>
<td>1.96</td>
<td>550</td>
<td>1.98</td>
<td>3.94</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>54.9</td>
<td>3.59</td>
<td>2.20</td>
<td>510</td>
<td>1.63</td>
<td>2.66</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>71.1</td>
<td>4.15</td>
<td>2.25</td>
<td>410</td>
<td>1.85</td>
<td>3.41</td>
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<td><strong>Summary statistics</strong></td>
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<tr>
<td>Mean</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>1.71</td>
<td>3.14</td>
</tr>
<tr>
<td>Minimum</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>0.82</td>
<td>0.67</td>
</tr>
<tr>
<td>25th percentile</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>1.32</td>
<td>1.75</td>
</tr>
<tr>
<td>Median</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>1.80</td>
<td>3.25</td>
</tr>
<tr>
<td>75th percentile</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>1.99</td>
<td>3.95</td>
</tr>
<tr>
<td>Maximum</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>2.73</td>
<td>7.43</td>
</tr>
</tbody>
</table>

† Not applicable.
# Rounds to zero.

**NOTE:** DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.  
**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).
Table I-13. Design effects for public 2-year institutions: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>50.0</td>
<td>0.95</td>
<td>0.63</td>
<td>6,350</td>
<td>1.51</td>
<td>2.29</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>0.0</td>
<td>0.01</td>
<td>0.02</td>
<td>6,350</td>
<td>0.73</td>
<td>0.53</td>
</tr>
<tr>
<td>Earned a certificate or associate degree</td>
<td>PROUTFI3 = 2, 3</td>
<td>13.6</td>
<td>0.73</td>
<td>0.43</td>
<td>6,350</td>
<td>1.70</td>
<td>2.87</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>5.1</td>
<td>0.42</td>
<td>0.28</td>
<td>6,350</td>
<td>1.52</td>
<td>2.32</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>72.5</td>
<td>0.90</td>
<td>0.56</td>
<td>6,350</td>
<td>1.61</td>
<td>2.59</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>52.4</td>
<td>1.10</td>
<td>0.63</td>
<td>6,350</td>
<td>1.75</td>
<td>3.07</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>12.6</td>
<td>0.40</td>
<td>0.42</td>
<td>6,350</td>
<td>0.97</td>
<td>0.94</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>0.2</td>
<td>0.04</td>
<td>0.05</td>
<td>6,350</td>
<td>0.87</td>
<td>0.75</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>5.8</td>
<td>0.38</td>
<td>0.29</td>
<td>6,350</td>
<td>1.30</td>
<td>1.69</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1, 2</td>
<td>14.0</td>
<td>0.69</td>
<td>0.44</td>
<td>6,350</td>
<td>1.58</td>
<td>2.50</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSLO6 = 1</td>
<td>22.1</td>
<td>1.24</td>
<td>0.97</td>
<td>1,180</td>
<td>1.27</td>
<td>1.62</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>27.9</td>
<td>3.90</td>
<td>2.44</td>
<td>340</td>
<td>1.60</td>
<td>2.56</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>41.0</td>
<td>4.92</td>
<td>2.38</td>
<td>430</td>
<td>2.06</td>
<td>4.26</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYY06 = 6</td>
<td>6.1</td>
<td>0.56</td>
<td>0.39</td>
<td>3,820</td>
<td>1.45</td>
<td>2.11</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBRLM06 = 1</td>
<td>34.8</td>
<td>2.11</td>
<td>1.18</td>
<td>1,630</td>
<td>1.79</td>
<td>3.20</td>
</tr>
<tr>
<td>Ever employed for more than 3 months</td>
<td>UNMPN06 &gt; 3</td>
<td>2.4</td>
<td>0.49</td>
<td>0.32</td>
<td>2,220</td>
<td>1.50</td>
<td>2.26</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>71.3</td>
<td>1.06</td>
<td>0.57</td>
<td>6,350</td>
<td>1.86</td>
<td>3.46</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>26.8</td>
<td>0.85</td>
<td>0.56</td>
<td>6,350</td>
<td>1.52</td>
<td>2.32</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>11.1</td>
<td>0.70</td>
<td>0.39</td>
<td>6,350</td>
<td>1.78</td>
<td>3.17</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>14.4</td>
<td>1.25</td>
<td>1.01</td>
<td>1,210</td>
<td>1.24</td>
<td>1.54</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker's compensation)</td>
<td>NTXANY05 = 1</td>
<td>12.8</td>
<td>0.62</td>
<td>0.42</td>
<td>6,350</td>
<td>1.47</td>
<td>2.17</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>35.1</td>
<td>0.84</td>
<td>0.60</td>
<td>6,350</td>
<td>1.41</td>
<td>1.98</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAYO6 = 1</td>
<td>45.6</td>
<td>1.21</td>
<td>0.83</td>
<td>3,620</td>
<td>1.46</td>
<td>2.13</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>30.1</td>
<td>0.72</td>
<td>0.58</td>
<td>6,350</td>
<td>1.25</td>
<td>1.55</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>11.9</td>
<td>0.61</td>
<td>0.41</td>
<td>6,350</td>
<td>1.50</td>
<td>2.25</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>50.7</td>
<td>1.50</td>
<td>0.63</td>
<td>6,350</td>
<td>2.39</td>
<td>5.69</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>33.4</td>
<td>0.94</td>
<td>0.59</td>
<td>6,350</td>
<td>1.58</td>
<td>2.50</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>39.2</td>
<td>1.02</td>
<td>0.64</td>
<td>5,790</td>
<td>1.59</td>
<td>2.52</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>75.7</td>
<td>0.80</td>
<td>0.61</td>
<td>4,940</td>
<td>1.32</td>
<td>1.74</td>
</tr>
</tbody>
</table>

Summary statistics
- Mean: †
- Minimum: †
- 25th percentile: †
- Median: †
- 75th percentile: †
- Maximum: †

† Not applicable.

## Table I-14. Design effects for public 4-year-non-doctorate-granting institutions: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>74.1</td>
<td>1.90</td>
<td>1,630</td>
<td>1.75</td>
<td>3.05</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>1.3</td>
<td>0.26</td>
<td>1,630</td>
<td>0.91</td>
<td>0.83</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor’s degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>3.3</td>
<td>0.94</td>
<td>1,630</td>
<td>2.12</td>
<td>4.50</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>4.1</td>
<td>0.49</td>
<td>1,630</td>
<td>1.00</td>
<td>0.99</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>90.8</td>
<td>1.11</td>
<td>1,630</td>
<td>1.55</td>
<td>2.41</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>74.1</td>
<td>1.64</td>
<td>1,630</td>
<td>1.51</td>
<td>2.29</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>41.9</td>
<td>0.82</td>
<td>1,630</td>
<td>0.67</td>
<td>0.45</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>2.6</td>
<td>0.52</td>
<td>1,630</td>
<td>1.32</td>
<td>1.74</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>10.2</td>
<td>1.12</td>
<td>1,630</td>
<td>1.49</td>
<td>2.23</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1.2</td>
<td>19.6</td>
<td>1.44</td>
<td>1,630</td>
<td>1.47</td>
<td>2.15</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSL06 = 1</td>
<td>16.3</td>
<td>1.99</td>
<td>830</td>
<td>1.55</td>
<td>2.40</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>42.6</td>
<td>8.56</td>
<td>1,630</td>
<td>1.86</td>
<td>3.45</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBQLSS06 = 1</td>
<td>17.3</td>
<td>7.40</td>
<td>1,630</td>
<td>1.34</td>
<td>1.80</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTY06 = 6</td>
<td>6.1</td>
<td>0.91</td>
<td>1,630</td>
<td>1.54</td>
<td>2.37</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBRML06 = 1</td>
<td>18.9</td>
<td>3.19</td>
<td>1,630</td>
<td>1.16</td>
<td>1.35</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPNEG06 = 3</td>
<td>2.4</td>
<td>1.20</td>
<td>280</td>
<td>1.31</td>
<td>1.70</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>89.9</td>
<td>1.16</td>
<td>1,630</td>
<td>1.55</td>
<td>2.40</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>8.3</td>
<td>1.03</td>
<td>1,630</td>
<td>1.51</td>
<td>2.27</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>4.1</td>
<td>0.68</td>
<td>1,630</td>
<td>1.39</td>
<td>1.94</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>32.1</td>
<td>5.44</td>
<td>1,630</td>
<td>1.31</td>
<td>1.71</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANY05 = 1</td>
<td>6.1</td>
<td>0.91</td>
<td>1,630</td>
<td>1.54</td>
<td>2.37</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>31.1</td>
<td>1.80</td>
<td>1,630</td>
<td>1.57</td>
<td>2.47</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>57.4</td>
<td>2.25</td>
<td>1,630</td>
<td>1.40</td>
<td>1.96</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>43.8</td>
<td>1.97</td>
<td>1,630</td>
<td>1.61</td>
<td>2.58</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>8.3</td>
<td>0.93</td>
<td>1,630</td>
<td>1.36</td>
<td>1.85</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 0</td>
<td>17.2</td>
<td>1.84</td>
<td>1,630</td>
<td>1.97</td>
<td>3.87</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDaben = 0</td>
<td>33.4</td>
<td>1.45</td>
<td>1,630</td>
<td>1.24</td>
<td>1.53</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTE06EVER = 1</td>
<td>29.1</td>
<td>1.69</td>
<td>1,630</td>
<td>1.46</td>
<td>2.12</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>75.3</td>
<td>1.63</td>
<td>1,330</td>
<td>1.38</td>
<td>1.91</td>
</tr>
</tbody>
</table>

**Summary statistics**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Mean</th>
<th>Minimum</th>
<th>25th percentile</th>
<th>Median</th>
<th>75th percentile</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Value</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Value</td>
<td>1.42</td>
<td>0.67</td>
<td>1.31</td>
<td>1.46</td>
<td>1.55</td>
<td>2.12</td>
</tr>
</tbody>
</table>

† Not applicable.

**NOTE:** DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).
Table I-15. Design effects for public 4-year doctorate-granting institutions: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>83.1</td>
<td>0.91</td>
<td>0.67</td>
<td>3,150</td>
<td>1.37</td>
<td>1.87</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>3.1</td>
<td>0.36</td>
<td>0.31</td>
<td>3,150</td>
<td>1.16</td>
<td>1.34</td>
</tr>
<tr>
<td>Earned a certificate or associate degree</td>
<td>PROUTFI3 = 2, 3</td>
<td>0.8</td>
<td>0.18</td>
<td>0.16</td>
<td>3,150</td>
<td>1.12</td>
<td>1.25</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>5.0</td>
<td>0.38</td>
<td>0.39</td>
<td>3,150</td>
<td>0.99</td>
<td>0.98</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>96.5</td>
<td>0.36</td>
<td>0.33</td>
<td>3,150</td>
<td>1.10</td>
<td>1.21</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>77.2</td>
<td>0.79</td>
<td>0.75</td>
<td>3,150</td>
<td>1.06</td>
<td>1.12</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>44.6</td>
<td>0.41</td>
<td>0.39</td>
<td>3,150</td>
<td>0.46</td>
<td>0.21</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>5.4</td>
<td>0.53</td>
<td>0.40</td>
<td>3,150</td>
<td>1.32</td>
<td>1.74</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>8.0</td>
<td>0.68</td>
<td>0.48</td>
<td>3,150</td>
<td>1.40</td>
<td>1.95</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1, 2</td>
<td>15.9</td>
<td>0.76</td>
<td>0.65</td>
<td>3,150</td>
<td>1.17</td>
<td>1.36</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSLO6 = 1</td>
<td>16.0</td>
<td>1.06</td>
<td>0.92</td>
<td>1,590</td>
<td>1.15</td>
<td>1.32</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>51.8</td>
<td>3.92</td>
<td>3.19</td>
<td>250</td>
<td>1.23</td>
<td>1.51</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>22.8</td>
<td>11.26</td>
<td>6.99</td>
<td>40</td>
<td>1.61</td>
<td>2.59</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>4.3</td>
<td>0.49</td>
<td>0.44</td>
<td>2,090</td>
<td>1.10</td>
<td>1.21</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBLRM06 = 1</td>
<td>21.0</td>
<td>3.90</td>
<td>3.00</td>
<td>180</td>
<td>1.30</td>
<td>1.69</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>2.7</td>
<td>1.76</td>
<td>1.02</td>
<td>250</td>
<td>1.73</td>
<td>2.99</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>94.9</td>
<td>0.51</td>
<td>0.39</td>
<td>3,150</td>
<td>1.30</td>
<td>1.68</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>4.4</td>
<td>0.43</td>
<td>0.36</td>
<td>3,150</td>
<td>1.18</td>
<td>1.40</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>1.2</td>
<td>0.23</td>
<td>0.20</td>
<td>3,150</td>
<td>1.20</td>
<td>1.43</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>34.6</td>
<td>4.88</td>
<td>4.21</td>
<td>130</td>
<td>1.16</td>
<td>1.35</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker’s compensation)</td>
<td>NTXANY05 = 1</td>
<td>4.0</td>
<td>0.47</td>
<td>0.35</td>
<td>3,150</td>
<td>1.35</td>
<td>1.81</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>28.6</td>
<td>0.87</td>
<td>0.80</td>
<td>3,150</td>
<td>1.08</td>
<td>1.17</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>60.8</td>
<td>1.40</td>
<td>1.11</td>
<td>1,950</td>
<td>1.27</td>
<td>1.60</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>53.0</td>
<td>0.92</td>
<td>0.89</td>
<td>3,150</td>
<td>1.03</td>
<td>1.07</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>8.6</td>
<td>0.58</td>
<td>0.50</td>
<td>3,150</td>
<td>1.16</td>
<td>1.35</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDEX &gt; 1</td>
<td>6.6</td>
<td>0.82</td>
<td>0.44</td>
<td>3,150</td>
<td>1.85</td>
<td>3.41</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>27.4</td>
<td>0.91</td>
<td>0.79</td>
<td>3,150</td>
<td>1.15</td>
<td>1.33</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>26.1</td>
<td>1.01</td>
<td>0.81</td>
<td>2,980</td>
<td>1.25</td>
<td>1.56</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>78.0</td>
<td>1.05</td>
<td>0.80</td>
<td>2,710</td>
<td>1.32</td>
<td>1.75</td>
</tr>
</tbody>
</table>

Summary statistics

Mean † † † † † 1.23 1.56
Minimum † † † † † 0.46 0.21
25th percentile † † † † † 1.12 1.25
Median † † † † † 1.18 1.40
75th percentile † † † † † 1.32 1.74
Maximum † † † † † 1.85 3.41

† Not applicable.

### Table I-16. Design effects for private not-for-profit less-than 4-year institutions: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>37.6</td>
<td>5.56</td>
<td>2.10</td>
<td>530</td>
<td>2.65</td>
<td>7.01</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td></td>
<td>†</td>
<td>†</td>
<td>†</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor's degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>35.5</td>
<td>7.02</td>
<td>2.07</td>
<td>530</td>
<td>3.39</td>
<td>11.49</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>5.7</td>
<td>2.04</td>
<td>1.00</td>
<td>530</td>
<td>2.03</td>
<td>4.13</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>80.4</td>
<td>6.29</td>
<td>1.72</td>
<td>530</td>
<td>3.66</td>
<td>13.38</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>90.9</td>
<td>2.76</td>
<td>1.25</td>
<td>530</td>
<td>2.21</td>
<td>4.90</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>46.5</td>
<td>2.58</td>
<td>2.16</td>
<td>530</td>
<td>1.20</td>
<td>1.43</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>3.6</td>
<td>1.94</td>
<td>0.80</td>
<td>530</td>
<td>2.41</td>
<td>5.83</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>2.2</td>
<td>1.12</td>
<td>0.63</td>
<td>530</td>
<td>1.77</td>
<td>3.13</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1.2</td>
<td>12.4</td>
<td>2.53</td>
<td>1.43</td>
<td>530</td>
<td>1.78</td>
<td>3.15</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSL06 = 1</td>
<td>35.6</td>
<td>7.93</td>
<td>3.02</td>
<td>250</td>
<td>2.62</td>
<td>6.89</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHL06 = 1</td>
<td>15.6</td>
<td>9.63</td>
<td>4.28</td>
<td>70</td>
<td>2.25</td>
<td>5.06</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>28.9</td>
<td>14.28</td>
<td>6.34</td>
<td>50</td>
<td>2.25</td>
<td>5.07</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>6.6</td>
<td>3.67</td>
<td>1.40</td>
<td>320</td>
<td>2.63</td>
<td>6.91</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBRLM06 = 1</td>
<td>34.4</td>
<td>8.58</td>
<td>3.88</td>
<td>150</td>
<td>2.21</td>
<td>4.90</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>3.9</td>
<td>2.25</td>
<td>1.25</td>
<td>240</td>
<td>1.80</td>
<td>3.25</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>65.1</td>
<td>5.67</td>
<td>2.07</td>
<td>530</td>
<td>2.75</td>
<td>7.54</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>34.4</td>
<td>5.50</td>
<td>2.06</td>
<td>530</td>
<td>2.67</td>
<td>7.15</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>20.0</td>
<td>4.95</td>
<td>1.73</td>
<td>530</td>
<td>2.85</td>
<td>8.15</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>16.1</td>
<td>6.61</td>
<td>3.39</td>
<td>120</td>
<td>1.95</td>
<td>3.81</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker's compensation)</td>
<td>NTXANY05 = 1</td>
<td>19.4</td>
<td>4.21</td>
<td>1.71</td>
<td>530</td>
<td>2.46</td>
<td>6.05</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>29.5</td>
<td>4.23</td>
<td>1.98</td>
<td>530</td>
<td>2.14</td>
<td>4.59</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>48.1</td>
<td>7.52</td>
<td>2.93</td>
<td>290</td>
<td>2.56</td>
<td>6.58</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSV06 = 1</td>
<td>28.0</td>
<td>3.77</td>
<td>1.95</td>
<td>530</td>
<td>1.94</td>
<td>3.76</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>14.9</td>
<td>3.24</td>
<td>1.54</td>
<td>530</td>
<td>2.10</td>
<td>4.42</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>48.7</td>
<td>7.39</td>
<td>2.17</td>
<td>530</td>
<td>3.41</td>
<td>11.64</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>19.9</td>
<td>3.88</td>
<td>1.73</td>
<td>530</td>
<td>2.24</td>
<td>5.03</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>34.0</td>
<td>5.32</td>
<td>2.24</td>
<td>450</td>
<td>2.37</td>
<td>5.63</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>72.0</td>
<td>4.62</td>
<td>2.31</td>
<td>380</td>
<td>2.00</td>
<td>4.00</td>
</tr>
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</table>

#### Summary statistics

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Mean</th>
<th>Minimum</th>
<th>25th percentile</th>
<th>Median</th>
<th>75th percentile</th>
<th>Maximum</th>
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<tbody>
<tr>
<td></td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
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</tr>
</tbody>
</table>

† Not applicable.

# Rounds to zero.

**NOTE:** DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).
Table I-17. Design effects for private not-for-profit 4-year non-doctorate-granting institutions: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>76.5</td>
<td>1.96</td>
<td>0.92</td>
<td>2,130</td>
<td>2.13</td>
<td>4.56</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>2.2</td>
<td>0.46</td>
<td>0.32</td>
<td>2,130</td>
<td>1.45</td>
<td>2.10</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor's degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>2.7</td>
<td>0.70</td>
<td>0.35</td>
<td>2,130</td>
<td>1.98</td>
<td>3.91</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>5.1</td>
<td>0.55</td>
<td>0.48</td>
<td>2,130</td>
<td>1.14</td>
<td>1.31</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>89.9</td>
<td>1.46</td>
<td>0.65</td>
<td>2,130</td>
<td>2.24</td>
<td>5.00</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>89.9</td>
<td>1.31</td>
<td>0.65</td>
<td>2,130</td>
<td>2.01</td>
<td>4.04</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN &gt; 0</td>
<td>59.3</td>
<td>0.98</td>
<td>1.06</td>
<td>2,130</td>
<td>0.92</td>
<td>0.85</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>10.9</td>
<td>1.00</td>
<td>0.67</td>
<td>2,130</td>
<td>1.48</td>
<td>2.20</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>8.4</td>
<td>1.03</td>
<td>0.60</td>
<td>2,130</td>
<td>1.71</td>
<td>2.93</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1, 2</td>
<td>17.7</td>
<td>1.29</td>
<td>0.83</td>
<td>2,130</td>
<td>1.56</td>
<td>2.45</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSLO6 = 1</td>
<td>16.9</td>
<td>1.78</td>
<td>1.03</td>
<td>1,330</td>
<td>1.73</td>
<td>3.00</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>55.0</td>
<td>4.77</td>
<td>3.60</td>
<td>190</td>
<td>1.32</td>
<td>1.75</td>
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<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>50.2</td>
<td>14.62</td>
<td>9.81</td>
<td>30</td>
<td>1.49</td>
<td>2.22</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>5.4</td>
<td>1.10</td>
<td>0.58</td>
<td>1,500</td>
<td>1.89</td>
<td>3.57</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBRML06 = 1</td>
<td>33.9</td>
<td>5.51</td>
<td>3.60</td>
<td>170</td>
<td>1.53</td>
<td>2.35</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>2.4</td>
<td>1.77</td>
<td>0.96</td>
<td>250</td>
<td>1.85</td>
<td>3.41</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>88.5</td>
<td>1.26</td>
<td>0.69</td>
<td>2,130</td>
<td>1.83</td>
<td>3.33</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>9.4</td>
<td>1.21</td>
<td>0.63</td>
<td>2,130</td>
<td>1.92</td>
<td>3.68</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>5.1</td>
<td>0.96</td>
<td>0.48</td>
<td>2,130</td>
<td>2.01</td>
<td>4.03</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>41.1</td>
<td>7.67</td>
<td>4.17</td>
<td>140</td>
<td>1.84</td>
<td>3.38</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker's compensation)</td>
<td>NTXANY05 = 1</td>
<td>5.3</td>
<td>0.78</td>
<td>0.48</td>
<td>2,130</td>
<td>1.62</td>
<td>2.62</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>27.2</td>
<td>1.42</td>
<td>0.96</td>
<td>2,130</td>
<td>1.47</td>
<td>2.17</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>61.5</td>
<td>2.01</td>
<td>1.36</td>
<td>1,290</td>
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<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>59.4</td>
<td>1.84</td>
<td>1.06</td>
<td>2,130</td>
<td>1.73</td>
<td>2.98</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>10.5</td>
<td>0.89</td>
<td>0.66</td>
<td>2,130</td>
<td>1.35</td>
<td>1.82</td>
</tr>
<tr>
<td>Two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>15.5</td>
<td>1.96</td>
<td>0.78</td>
<td>2,130</td>
<td>2.50</td>
<td>6.24</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>33.5</td>
<td>1.72</td>
<td>1.02</td>
<td>2,130</td>
<td>1.69</td>
<td>2.84</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>29.1</td>
<td>1.63</td>
<td>1.01</td>
<td>2,040</td>
<td>1.61</td>
<td>2.61</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>76.7</td>
<td>1.68</td>
<td>1.00</td>
<td>1,790</td>
<td>1.68</td>
<td>2.84</td>
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</table>

Summary statistics

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Mean</th>
<th>Minimum</th>
<th>Median</th>
<th>25th percentile</th>
<th>Maximum</th>
</tr>
</thead>
</table>

† Not applicable.


Table I-18. Design effects for private not-for-profit 4-year doctorate-granting institutions: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
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</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>Still enrolled = 1</td>
<td>87.5</td>
<td>1.49</td>
<td>0.80</td>
<td>1,690</td>
<td>1.86</td>
<td>3.45</td>
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<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>2.1</td>
<td>0.47</td>
<td>0.35</td>
<td>1,690</td>
<td>1.35</td>
<td>1.82</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor's degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>4.5</td>
<td>3.65</td>
<td>0.50</td>
<td>1,690</td>
<td>7.26</td>
<td>52.77</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>2.9</td>
<td>0.43</td>
<td>0.41</td>
<td>1,690</td>
<td>1.05</td>
<td>1.10</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>98.4</td>
<td>0.42</td>
<td>0.31</td>
<td>1,690</td>
<td>1.35</td>
<td>1.82</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>84.0</td>
<td>1.03</td>
<td>0.89</td>
<td>1,690</td>
<td>1.16</td>
<td>1.34</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>53.7</td>
<td>0.60</td>
<td>1.21</td>
<td>1,690</td>
<td>0.50</td>
<td>0.25</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>13.3</td>
<td>1.14</td>
<td>0.83</td>
<td>1,690</td>
<td>1.38</td>
<td>1.90</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJ06A = 10</td>
<td>5.8</td>
<td>0.83</td>
<td>0.57</td>
<td>1,690</td>
<td>1.45</td>
<td>2.11</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1, 2</td>
<td>14.2</td>
<td>1.19</td>
<td>0.85</td>
<td>1,690</td>
<td>1.41</td>
<td>1.97</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSLO6 = 1</td>
<td>12.2</td>
<td>1.96</td>
<td>1.05</td>
<td>960</td>
<td>1.87</td>
<td>3.48</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>60.9</td>
<td>6.43</td>
<td>4.65</td>
<td>110</td>
<td>1.38</td>
<td>1.91</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>43.6</td>
<td>22.00</td>
<td>14.95</td>
<td>10</td>
<td>1.47</td>
<td>2.16</td>
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<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
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<td>0.96</td>
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<tr>
<td>Current job related to coursework</td>
<td>JOBRM06 = 1</td>
<td>28.7</td>
<td>9.56</td>
<td>6.53</td>
<td>50</td>
<td>1.46</td>
<td>2.14</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>3.7</td>
<td>3.02</td>
<td>2.18</td>
<td>80</td>
<td>1.39</td>
<td>1.92</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>95.2</td>
<td>0.93</td>
<td>0.52</td>
<td>1,690</td>
<td>1.79</td>
<td>3.20</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>2.2</td>
<td>0.51</td>
<td>0.36</td>
<td>1,690</td>
<td>1.44</td>
<td>2.07</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>0.5</td>
<td>0.27</td>
<td>0.16</td>
<td>1,690</td>
<td>1.62</td>
<td>2.63</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>41.7</td>
<td>7.30</td>
<td>5.94</td>
<td>70</td>
<td>1.23</td>
<td>1.51</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker's compensation)</td>
<td>NTXANY05 = 1</td>
<td>3.1</td>
<td>0.91</td>
<td>0.42</td>
<td>1,690</td>
<td>2.16</td>
<td>4.65</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>26.6</td>
<td>1.27</td>
<td>1.08</td>
<td>1,690</td>
<td>1.18</td>
<td>1.39</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>70.2</td>
<td>2.88</td>
<td>1.43</td>
<td>1,030</td>
<td>2.02</td>
<td>4.07</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 &gt; 1</td>
<td>65.9</td>
<td>1.90</td>
<td>1.15</td>
<td>1,690</td>
<td>1.65</td>
<td>2.71</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>8.4</td>
<td>0.74</td>
<td>0.68</td>
<td>1,690</td>
<td>1.09</td>
<td>1.19</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>3.2</td>
<td>0.76</td>
<td>0.43</td>
<td>1,690</td>
<td>1.77</td>
<td>3.15</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>33.5</td>
<td>1.81</td>
<td>1.15</td>
<td>1,690</td>
<td>1.57</td>
<td>2.48</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>25.6</td>
<td>1.52</td>
<td>1.10</td>
<td>1,580</td>
<td>1.39</td>
<td>1.93</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>76.4</td>
<td>1.82</td>
<td>1.11</td>
<td>1,470</td>
<td>1.64</td>
<td>2.70</td>
</tr>
</tbody>
</table>

Summary statistics

- Mean †
- Minimum †
- 25th percentile †
- Median †
- 75th percentile †
- Maximum †

† Not applicable.


Table I-19. Design effects for private for-profit less-than-2-year institutions: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>17.1</td>
<td>0.95</td>
<td>0.98</td>
<td>1,460</td>
<td>0.97</td>
<td>0.93</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>#</td>
<td>†</td>
<td>†</td>
<td>1,460</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor’s degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>49.5</td>
<td>1.60</td>
<td>1.31</td>
<td>1,460</td>
<td>1.22</td>
<td>1.50</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>3.9</td>
<td>0.44</td>
<td>0.51</td>
<td>1,460</td>
<td>0.87</td>
<td>0.75</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>77.5</td>
<td>1.08</td>
<td>1.09</td>
<td>1,460</td>
<td>0.99</td>
<td>0.98</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>96.6</td>
<td>0.34</td>
<td>0.48</td>
<td>1,460</td>
<td>0.71</td>
<td>0.51</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>77.8</td>
<td>0.42</td>
<td>1.09</td>
<td>1,460</td>
<td>0.39</td>
<td>0.15</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>3.5</td>
<td>0.96</td>
<td>0.48</td>
<td>1,460</td>
<td>1.99</td>
<td>3.94</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJO6A = 10</td>
<td>0.9</td>
<td>0.31</td>
<td>0.24</td>
<td>1,460</td>
<td>1.28</td>
<td>1.65</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1.2</td>
<td>7.8</td>
<td>0.55</td>
<td>0.70</td>
<td>1,460</td>
<td>0.79</td>
<td>0.62</td>
</tr>
<tr>
<td>Currently repaying education loans (for students with loans)</td>
<td>RPYSLO6 = 1</td>
<td>57.9</td>
<td>2.35</td>
<td>1.74</td>
<td>810</td>
<td>1.35</td>
<td>1.84</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>26.0</td>
<td>2.42</td>
<td>2.69</td>
<td>270</td>
<td>0.90</td>
<td>0.81</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>67.7</td>
<td>2.13</td>
<td>2.31</td>
<td>410</td>
<td>0.92</td>
<td>0.85</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>10.3</td>
<td>1.11</td>
<td>1.17</td>
<td>680</td>
<td>0.95</td>
<td>0.90</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBLRM06 = 1</td>
<td>52.5</td>
<td>2.36</td>
<td>1.92</td>
<td>680</td>
<td>1.23</td>
<td>1.51</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>5.8</td>
<td>0.64</td>
<td>0.71</td>
<td>1,090</td>
<td>0.91</td>
<td>0.83</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>63.5</td>
<td>1.39</td>
<td>1.26</td>
<td>1,460</td>
<td>1.10</td>
<td>1.21</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>52.4</td>
<td>1.20</td>
<td>1.31</td>
<td>1,460</td>
<td>0.92</td>
<td>0.84</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>31.8</td>
<td>1.06</td>
<td>1.22</td>
<td>1,460</td>
<td>0.87</td>
<td>0.76</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>13.9</td>
<td>1.79</td>
<td>1.87</td>
<td>340</td>
<td>0.95</td>
<td>0.91</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker's compensation)</td>
<td>NTXANY05 = 1</td>
<td>28.5</td>
<td>1.47</td>
<td>1.18</td>
<td>1,460</td>
<td>1.24</td>
<td>1.55</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>26.6</td>
<td>1.09</td>
<td>1.16</td>
<td>1,460</td>
<td>0.94</td>
<td>0.89</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPAY06 = 1</td>
<td>39.0</td>
<td>2.25</td>
<td>1.87</td>
<td>680</td>
<td>1.20</td>
<td>1.44</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>18.1</td>
<td>1.19</td>
<td>1.01</td>
<td>1,460</td>
<td>1.18</td>
<td>1.40</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>10.1</td>
<td>0.89</td>
<td>0.79</td>
<td>1,460</td>
<td>1.14</td>
<td>1.29</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>67.2</td>
<td>1.45</td>
<td>1.23</td>
<td>1,460</td>
<td>1.18</td>
<td>1.40</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>20.1</td>
<td>1.27</td>
<td>1.05</td>
<td>1,460</td>
<td>1.21</td>
<td>1.46</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>34.1</td>
<td>1.25</td>
<td>1.32</td>
<td>1,300</td>
<td>0.95</td>
<td>0.89</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>64.8</td>
<td>1.61</td>
<td>1.51</td>
<td>1,000</td>
<td>1.07</td>
<td>1.15</td>
</tr>
</tbody>
</table>

Summary statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Minimum</th>
<th>25th percentile</th>
<th>Median</th>
<th>75th percentile</th>
<th>Maximum</th>
</tr>
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<td>†</td>
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<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
</tr>
</tbody>
</table>

† Not applicable.
# Rounds to zero.

## Table I-20. Design effects for private for-profit 2 year-or-more institutions: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Defined as</th>
<th>Percent estimate</th>
<th>Design standard error</th>
<th>Simple random sample standard error</th>
<th>Sample size</th>
<th>DEFT</th>
<th>DEFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still enrolled</td>
<td>STLENRL = 1</td>
<td>31.0</td>
<td>2.72</td>
<td>1.36</td>
<td>1,160</td>
<td>2.00</td>
<td>4.02</td>
</tr>
<tr>
<td>Earned a bachelor of arts degree</td>
<td>PROUTFI3 = 1</td>
<td>0.4</td>
<td>0.27</td>
<td>0.19</td>
<td>1,160</td>
<td>1.44</td>
<td>2.09</td>
</tr>
<tr>
<td>Earned a certificate or associate degree (any nonbachelor's degree)</td>
<td>PROUTFI3 = 2, 3</td>
<td>26.3</td>
<td>2.68</td>
<td>1.29</td>
<td>1,160</td>
<td>2.08</td>
<td>4.31</td>
</tr>
<tr>
<td>Attended more than one institution in 2003–04</td>
<td>STUDMULT &gt; 1</td>
<td>4.4</td>
<td>1.62</td>
<td>0.61</td>
<td>1,160</td>
<td>2.67</td>
<td>7.12</td>
</tr>
<tr>
<td>Primarily a student</td>
<td>JOBROLE = 0, 1</td>
<td>68.1</td>
<td>3.17</td>
<td>1.37</td>
<td>1,160</td>
<td>2.31</td>
<td>5.35</td>
</tr>
<tr>
<td>Received any aid</td>
<td>TOTAID &gt; 0</td>
<td>96.8</td>
<td>0.69</td>
<td>0.51</td>
<td>1,160</td>
<td>1.35</td>
<td>1.82</td>
</tr>
<tr>
<td>Received any loans</td>
<td>TOTLOAN2 &gt; 0</td>
<td>91.6</td>
<td>1.02</td>
<td>0.81</td>
<td>1,160</td>
<td>1.25</td>
<td>1.57</td>
</tr>
<tr>
<td>Received more than $12,000 in loans</td>
<td>TOTLOAN2 &gt; 12,000</td>
<td>10.6</td>
<td>2.21</td>
<td>0.90</td>
<td>1,160</td>
<td>2.44</td>
<td>5.94</td>
</tr>
<tr>
<td>Education major when last enrolled</td>
<td>MAJO6A = 10</td>
<td>2.0</td>
<td>0.57</td>
<td>0.41</td>
<td>1,160</td>
<td>1.40</td>
<td>1.96</td>
</tr>
<tr>
<td>Plan to teach (definitely or probably)</td>
<td>TEACH06 = 1.2</td>
<td>10.5</td>
<td>2.26</td>
<td>0.90</td>
<td>1,160</td>
<td>2.51</td>
<td>6.31</td>
</tr>
<tr>
<td>Currently repaying education loans for students with loans</td>
<td>RPYSLO6 = 1</td>
<td>47.7</td>
<td>3.76</td>
<td>1.71</td>
<td>850</td>
<td>2.19</td>
<td>4.81</td>
</tr>
<tr>
<td>Parents helping to repay loans</td>
<td>RPYHLP06 = 1</td>
<td>29.0</td>
<td>4.82</td>
<td>2.71</td>
<td>280</td>
<td>1.78</td>
<td>3.17</td>
</tr>
<tr>
<td>Took classes toward certification</td>
<td>JOBCLS06 = 1</td>
<td>49.9</td>
<td>9.36</td>
<td>4.51</td>
<td>120</td>
<td>2.08</td>
<td>4.31</td>
</tr>
<tr>
<td>Self-employed</td>
<td>EMPTYP06 = 6</td>
<td>9.1</td>
<td>1.77</td>
<td>1.04</td>
<td>760</td>
<td>1.69</td>
<td>2.87</td>
</tr>
<tr>
<td>Current job related to coursework</td>
<td>JOBRLM06 = 1</td>
<td>43.9</td>
<td>5.83</td>
<td>2.56</td>
<td>380</td>
<td>2.28</td>
<td>5.20</td>
</tr>
<tr>
<td>Ever employed for more than 3 months (students not currently enrolled)</td>
<td>UNMPN06 &gt; 3</td>
<td>0.7</td>
<td>0.48</td>
<td>0.35</td>
<td>580</td>
<td>1.37</td>
<td>1.87</td>
</tr>
<tr>
<td>Single, never married</td>
<td>SMAR06 = 1</td>
<td>65.9</td>
<td>3.23</td>
<td>1.39</td>
<td>1,160</td>
<td>2.32</td>
<td>5.38</td>
</tr>
<tr>
<td>Has any dependent children</td>
<td>DEPANY06 = 1</td>
<td>42.8</td>
<td>3.22</td>
<td>1.45</td>
<td>1,160</td>
<td>2.22</td>
<td>4.91</td>
</tr>
<tr>
<td>Single parent in 2003–04</td>
<td>SINGLPAR = 1</td>
<td>25.0</td>
<td>2.93</td>
<td>1.27</td>
<td>1,160</td>
<td>2.30</td>
<td>5.30</td>
</tr>
<tr>
<td>Spouse is in college full- or part-time</td>
<td>SPCOL06 = 1, 2</td>
<td>15.3</td>
<td>3.35</td>
<td>2.22</td>
<td>260</td>
<td>1.51</td>
<td>2.28</td>
</tr>
<tr>
<td>Received any untaxed income (TANF, SS, worker's compensation)</td>
<td>NTXANY05 = 1</td>
<td>22.8</td>
<td>2.75</td>
<td>1.23</td>
<td>1,160</td>
<td>2.23</td>
<td>4.98</td>
</tr>
<tr>
<td>Has more than one credit card</td>
<td>CRDNUM06 &gt; 1</td>
<td>31.5</td>
<td>3.34</td>
<td>1.36</td>
<td>1,160</td>
<td>2.45</td>
<td>6.00</td>
</tr>
<tr>
<td>Pay off credit card balance each month</td>
<td>CRDPA06 = 1</td>
<td>31.3</td>
<td>2.52</td>
<td>1.84</td>
<td>640</td>
<td>1.37</td>
<td>1.88</td>
</tr>
<tr>
<td>Performed community service/volunteer work in last year</td>
<td>COMSRV06 = 1</td>
<td>20.3</td>
<td>2.55</td>
<td>1.18</td>
<td>1,160</td>
<td>2.16</td>
<td>4.68</td>
</tr>
<tr>
<td>Has a disability</td>
<td>DISABL06 = 1</td>
<td>15.3</td>
<td>2.05</td>
<td>1.06</td>
<td>1,160</td>
<td>1.94</td>
<td>3.77</td>
</tr>
<tr>
<td>Had two or more risk factors during 2003–04</td>
<td>RISKINDX &gt; 1</td>
<td>64.7</td>
<td>3.83</td>
<td>1.40</td>
<td>1,160</td>
<td>2.72</td>
<td>7.42</td>
</tr>
<tr>
<td>Has Hope or Lifetime Learning Tax credit</td>
<td>TXCRDBEN &gt; 0</td>
<td>30.2</td>
<td>2.52</td>
<td>1.35</td>
<td>1,160</td>
<td>1.87</td>
<td>3.48</td>
</tr>
<tr>
<td>Ever voted</td>
<td>VOTEEVER = 1</td>
<td>41.5</td>
<td>3.17</td>
<td>1.51</td>
<td>1,070</td>
<td>2.10</td>
<td>4.42</td>
</tr>
<tr>
<td>Voted in 2004 elections</td>
<td>VOTE06 = 1</td>
<td>67.5</td>
<td>2.50</td>
<td>1.59</td>
<td>860</td>
<td>1.57</td>
<td>2.47</td>
</tr>
</tbody>
</table>

**Summary statistics**

- **Mean**: † Not applicable.
- **Minimum**: † Not applicable.
- **25th percentile**: † Not applicable.
- **Median**: † Not applicable.
- **75th percentile**: † Not applicable.
- **Maximum**: † Not applicable.

**NOTE:** DEFF=Design Effect. DEFT=Square Root of Design Effect. TANF=Temporary Assistance to Needy Families. SS=Social Security.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).
Appendix J
Nonresponse Bias Analysis

Student-Level Nonresponse Bias Analysis ............................................................................. J-3
Item-Level Nonresponse Bias Analysis ................................................................................... J-23
## Student-Level Nonresponse Bias Analysis

### Table J-1. Student nonresponse bias for selected variables for all students: 2006

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution type</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public less-than-2-year</td>
<td>420</td>
<td>120</td>
<td>1.27</td>
<td>1.26</td>
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</tr>
<tr>
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<td>4,830</td>
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<td>41.04</td>
<td>48.98</td>
<td>-1.81*</td>
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<td>Public 4-year non-doctorate-granting</td>
<td>1,350</td>
<td>280</td>
<td>9.93</td>
<td>7.50</td>
<td>0.55*</td>
<td>0.06</td>
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<td>Public 4-year doctorate-granting</td>
<td>2,720</td>
<td>430</td>
<td>18.29</td>
<td>11.68</td>
<td>1.51*</td>
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<tr>
<td>Private not-for-profit less-than-4-year</td>
<td>400</td>
<td>130</td>
<td>1.06</td>
<td>1.03</td>
<td>0.01</td>
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<tr>
<td>Private not-for-profit 4-year non-doctorate-granting</td>
<td>1,870</td>
<td>260</td>
<td>9.44</td>
<td>5.28</td>
<td>0.95*</td>
<td>0.11</td>
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<tr>
<td>Private not-for-profit 4-year doctorate-granting</td>
<td>1,480</td>
<td>210</td>
<td>5.83</td>
<td>3.14</td>
<td>0.61*</td>
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<td>Private for-profit less-than-2-year</td>
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<td>460</td>
<td>6.10</td>
<td>9.95</td>
<td>-0.88*</td>
<td>-0.13</td>
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<td>Private for-profit 2-year or more</td>
<td>820</td>
<td>340</td>
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<td>11.18</td>
<td>-0.94*</td>
<td>-0.12</td>
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<td></td>
</tr>
<tr>
<td>New England—CT, ME, MA, NH, RI, VT</td>
<td>980</td>
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<td>5.16</td>
<td>4.93</td>
<td>0.05</td>
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</tr>
<tr>
<td>Mideast DE—DC, MD, NJ, NY, PA</td>
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<td>14.24</td>
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<tr>
<td>Great Lakes—IL, IN, MI, OH, WI</td>
<td>2,320</td>
<td>540</td>
<td>16.65</td>
<td>15.22</td>
<td>0.33</td>
<td>0.02</td>
</tr>
<tr>
<td>Plains—IA, KS, MN, MO, NE, ND, SD</td>
<td>1,600</td>
<td>300</td>
<td>7.60</td>
<td>5.90</td>
<td>0.39*</td>
<td>0.05</td>
</tr>
<tr>
<td>Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV</td>
<td>3,550</td>
<td>890</td>
<td>23.83</td>
<td>22.41</td>
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<td>0.01</td>
</tr>
<tr>
<td>Southwest—AZ, NM, OK, TX</td>
<td>1,480</td>
<td>540</td>
<td>11.62</td>
<td>16.64</td>
<td>-1.14*</td>
<td>-0.09</td>
</tr>
<tr>
<td>Rocky Mountains—CO, ID, MT, UT, WY</td>
<td>530</td>
<td>110</td>
<td>3.90</td>
<td>3.21</td>
<td>0.16</td>
<td>0.04</td>
</tr>
<tr>
<td>Far West—AK, CA, HI, NV, OR, WA</td>
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<td>15.51</td>
<td>17.02</td>
<td>-0.34</td>
<td>-0.02</td>
</tr>
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<td>Other jurisdictions—PR</td>
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<tr>
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<td>11,090</td>
<td>2,670</td>
<td>68.57</td>
<td>65.06</td>
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<td>No</td>
<td>3,810</td>
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<td>-0.80*</td>
<td>-0.02</td>
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<tr>
<td><strong>Applied for federal aid</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>11,800</td>
<td>2,890</td>
<td>73.56</td>
<td>71.15</td>
<td>0.55</td>
<td>0.01</td>
</tr>
<tr>
<td>No</td>
<td>3,100</td>
<td>850</td>
<td>26.44</td>
<td>28.64</td>
<td>-0.50</td>
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</tr>
<tr>
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<td>#</td>
<td>#</td>
<td>#</td>
<td>0.21</td>
<td>-0.05</td>
<td>-1.00</td>
</tr>
</tbody>
</table>

See notes at end of table.
Table J-1.  Student nonresponse bias for selected variables for all students: 2006—Continued

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<thead>
<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell grant status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received</td>
<td>5,490</td>
<td>1,630</td>
<td>33.76</td>
<td>38.99</td>
<td>-1.19*</td>
<td>-0.03</td>
</tr>
<tr>
<td>Did not receive</td>
<td>9,410</td>
<td>2,110</td>
<td>66.19</td>
<td>60.96</td>
<td>1.19*</td>
<td>0.02</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
<td>#</td>
<td>0.05</td>
<td>0.04</td>
<td>#</td>
<td>0.01</td>
</tr>
<tr>
<td>Total Pell amount received</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$0–1,550</td>
<td>10,770</td>
<td>2,570</td>
<td>75.24</td>
<td>72.94</td>
<td>0.52</td>
<td>0.01</td>
</tr>
<tr>
<td>$1,551–2,700</td>
<td>1,480</td>
<td>470</td>
<td>9.98</td>
<td>11.81</td>
<td>-0.42</td>
<td>-0.04</td>
</tr>
<tr>
<td>$2,701 or more</td>
<td>2,650</td>
<td>710</td>
<td>14.78</td>
<td>15.26</td>
<td>-0.11</td>
<td>-0.01</td>
</tr>
<tr>
<td>Stafford loan status</td>
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<tr>
<td>Received</td>
<td>6,040</td>
<td>1,510</td>
<td>35.51</td>
<td>35.06</td>
<td>0.10</td>
<td>#</td>
</tr>
<tr>
<td>Did not receive</td>
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<td>2,230</td>
<td>64.45</td>
<td>64.92</td>
<td>-0.11</td>
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<tr>
<td>Unknown</td>
<td>10</td>
<td>10</td>
<td>0.04</td>
<td>0.03</td>
<td>#</td>
<td>0.08</td>
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<td>Total Stafford amount received</td>
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<td></td>
</tr>
<tr>
<td>$0–2,625</td>
<td>13,120</td>
<td>3,070</td>
<td>88.68</td>
<td>83.26</td>
<td>1.23*</td>
<td>0.01</td>
</tr>
<tr>
<td>$2,626–4,125</td>
<td>410</td>
<td>170</td>
<td>2.57</td>
<td>4.04</td>
<td>-0.34*</td>
<td>-0.12</td>
</tr>
<tr>
<td>$4,126 or more</td>
<td>1,380</td>
<td>500</td>
<td>8.75</td>
<td>12.70</td>
<td>-0.90*</td>
<td>-0.09</td>
</tr>
<tr>
<td>Institution undergraduate enrollment</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0–1,827</td>
<td>3,540</td>
<td>1,090</td>
<td>19.75</td>
<td>23.48</td>
<td>-0.85*</td>
<td>-0.04</td>
</tr>
<tr>
<td>1,828–6,694</td>
<td>3,800</td>
<td>840</td>
<td>23.18</td>
<td>20.67</td>
<td>0.57</td>
<td>0.03</td>
</tr>
<tr>
<td>6,695–16,556</td>
<td>3,710</td>
<td>920</td>
<td>27.10</td>
<td>27.59</td>
<td>-0.11</td>
<td>#</td>
</tr>
<tr>
<td>16,557 or more</td>
<td>3,770</td>
<td>850</td>
<td>26.61</td>
<td>27.54</td>
<td>0.47</td>
<td>0.02</td>
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<tr>
<td>Unknown</td>
<td>90</td>
<td>40</td>
<td>0.35</td>
<td>0.73</td>
<td>-0.09</td>
<td>-0.19</td>
</tr>
</tbody>
</table>

# Rounds to zero.

* p < .05.

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

### Table J-2. Student nonresponse bias for selected variables for students in public less-than-2-year institutions: 2006

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bureau of Economic Analysis Code (OBE) region</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New England—CT, ME, MA, NH, RI, VT</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Mideast DE—DC, MD, NJ, NY, PA</td>
<td>30</td>
<td>8</td>
<td>9.01</td>
<td>8.48</td>
<td>0.12</td>
<td>0.01</td>
</tr>
<tr>
<td>Great Lakes—IL, IN, MI, OH, WI</td>
<td>75</td>
<td>23</td>
<td>17.46</td>
<td>14.90</td>
<td>0.58</td>
<td>0.03</td>
</tr>
<tr>
<td>Plains—IA, KS, MN, MO, NE, ND, SD</td>
<td>23</td>
<td>5</td>
<td>9.78</td>
<td>7.01</td>
<td>0.62</td>
<td>0.07</td>
</tr>
<tr>
<td>Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV</td>
<td>202</td>
<td>49</td>
<td>34.39</td>
<td>30.61</td>
<td>0.85</td>
<td>0.03</td>
</tr>
<tr>
<td>Southwest—AZ, NM, OK, TX</td>
<td>43</td>
<td>9</td>
<td>12.90</td>
<td>4.84</td>
<td>1.82</td>
<td>0.16</td>
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<tr>
<td>Rocky Mountains—CO, ID, MT, UT, WY</td>
<td>4</td>
<td>#</td>
<td>0.68</td>
<td>#</td>
<td>#</td>
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<tr>
<td>Far West—AK, CA, HI, NV, OR, WA</td>
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<td>15.74</td>
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<tr>
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<td>101</td>
<td>73.69</td>
<td>54.63</td>
<td>4.30*</td>
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<tr>
<td>No</td>
<td>73</td>
<td>22</td>
<td>26.31</td>
<td>45.37</td>
<td>-4.30*</td>
<td>-0.14</td>
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<td><strong>Applied for federal aid</strong></td>
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<tr>
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<td>102</td>
<td>76.59</td>
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<td>-0.17</td>
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</tr>
<tr>
<td>Received</td>
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<tr>
<td><strong>Total Pell amount received</strong></td>
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<tr>
<td>$0–1,550</td>
<td>257</td>
<td>70</td>
<td>69.23</td>
<td>71.82</td>
<td>-0.58</td>
<td>-0.01</td>
</tr>
<tr>
<td>$1,551–2,700</td>
<td>76</td>
<td>23</td>
<td>14.91</td>
<td>10.56</td>
<td>0.98</td>
<td>0.07</td>
</tr>
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<td>30</td>
<td>15.86</td>
<td>17.62</td>
<td>-0.40</td>
<td>-0.02</td>
</tr>
<tr>
<td><strong>Stafford loan status</strong></td>
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<td></td>
</tr>
<tr>
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<td>19</td>
<td>16.88</td>
<td>10.41</td>
<td>1.46</td>
<td>0.09</td>
</tr>
<tr>
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<td>89.59</td>
<td>-1.46</td>
<td>-0.02</td>
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<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
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</table>

See notes at end of table.
### Table J-2. Student nonresponse bias for selected variables for students in public less-than-2-year institutions: 2006—Continued

<table>
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<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Stafford amount received</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$0–2,625</td>
<td>370</td>
<td>109</td>
<td>88.28</td>
<td>93.59</td>
<td>-1.20*</td>
<td>-0.01</td>
</tr>
<tr>
<td>$2,626–4,125</td>
<td>8</td>
<td>2</td>
<td>1.96</td>
<td>0.57</td>
<td>0.31</td>
<td>0.19</td>
</tr>
<tr>
<td>$4,126 or more</td>
<td>46</td>
<td>12</td>
<td>9.76</td>
<td>5.84</td>
<td>0.88</td>
<td>0.10</td>
</tr>
<tr>
<td>Unknown</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
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<tr>
<td>Institution undergraduate enrollment</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0–1,827</td>
<td>359</td>
<td>92</td>
<td>78.77</td>
<td>60.40</td>
<td>4.14</td>
<td>0.06</td>
</tr>
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<td>1,828–6,694</td>
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<td>18</td>
<td>14.74</td>
<td>17.74</td>
<td>-0.68</td>
<td>-0.04</td>
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<td>6,695–16,556</td>
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<td>10</td>
<td>6.11</td>
<td>20.04</td>
<td>-3.14*</td>
<td>-0.34</td>
</tr>
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<td>16,557 or more</td>
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<td>1.82</td>
<td>-0.40</td>
<td>-0.86</td>
</tr>
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</table>

† Not applicable.

# Rounds to zero.

* *p* < .05.

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

## Appendix J. Nonresponse Bias Analysis

### Table J-3. Student nonresponse bias for selected variables for students in public 2-year institutions: 2006

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bureau of Economic Analysis Code (OBE) region</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New England—CT, ME, MA, NH, RI, VT</td>
<td>160</td>
<td>60</td>
<td>2.41</td>
<td>3.12</td>
<td>-0.19</td>
<td>-0.07</td>
</tr>
<tr>
<td>Mideast DE—DC, MD, NJ, NY, PA</td>
<td>650</td>
<td>200</td>
<td>11.14</td>
<td>11.17</td>
<td>-0.01</td>
<td>#</td>
</tr>
<tr>
<td>Great Lakes—IL, IN, MI, OH, WI</td>
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<tr>
<td>Far West—AK, CA, HI, NV, OR, WA</td>
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<td>-0.01</td>
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<td>$2,701 or more</td>
<td>750</td>
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<td>Stafford loan status</td>
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<td>#</td>
<td>0.10</td>
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See notes at the end of the table.
Table J-3. Student nonresponse bias for selected variables for students in public 2-year institutions: 2006—Continued

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<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Stafford amount received</td>
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<td></td>
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<td>1,460</td>
<td>98.60</td>
<td>98.36</td>
<td>0.06</td>
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<td>$2,626–4,125</td>
<td>60</td>
<td>20</td>
<td>0.55</td>
<td>0.70</td>
<td>-0.04</td>
<td>-0.06</td>
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<td>0.94</td>
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<td>-0.03</td>
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</tr>
<tr>
<td>Institution undergraduate enrollment</td>
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<td></td>
</tr>
<tr>
<td>0–1,827</td>
<td>220</td>
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<td>5.08</td>
<td>3.86</td>
<td>0.32</td>
<td>0.07</td>
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<tr>
<td>1,828–6,694</td>
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<td>21.80</td>
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<td>580</td>
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<td>37.95</td>
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<td>0.63</td>
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<td>-0.25</td>
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</table>

† Not applicable.
# Rounds to zero.

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.
Table J-4. Student nonresponse bias for selected variables for students in public, 4-year, nondoctoral institutions: 2006

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
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<tbody>
<tr>
<td>Bureau of Economic Analysis Code (OBE) region</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>New England—CT, ME, MA, NH, RI, VT</td>
<td>100</td>
<td>20</td>
<td>4.78</td>
<td>5.50</td>
<td>-0.13</td>
<td>-0.03</td>
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<td>Mideast DE—DC, MD, NJ, NY, PA</td>
<td>320</td>
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<td>22.34</td>
<td>0.27</td>
<td>0.01</td>
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<td>Great Lakes—IL, IN, MI, OH, WI</td>
<td>150</td>
<td>30</td>
<td>12.14</td>
<td>11.99</td>
<td>0.03</td>
<td>#</td>
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<td>Plains—IA, KS, MN, MO, NE, ND, SD</td>
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<td>6.13</td>
<td>6.60</td>
<td>-0.09</td>
<td>-0.01</td>
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<td>26.81</td>
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<td>5.64</td>
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<td>0.01</td>
</tr>
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<td>Far West—AK, CA, HI, NV, OR, WA</td>
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<td>11.69</td>
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</tr>
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<td>1.80*</td>
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<td>26.69</td>
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<td>-1.80*</td>
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<td>-0.05</td>
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<td>34.58</td>
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<td>67.90</td>
<td>65.31</td>
<td>0.47</td>
<td>0.01</td>
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<td>Total Pell amount received</td>
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*See notes at end of table.*
### Table J-4. Student nonresponse bias for selected variables for students in public, 4-year, nondocotorial institutions: 2006—Continued

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<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
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<td>Total Stafford amount received</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>92.35</td>
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<td>0.48</td>
<td>2.09</td>
<td>-0.29</td>
<td>-0.38</td>
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<td>4.26</td>
<td>0.04</td>
<td>0.01</td>
</tr>
<tr>
<td>1,828–6,694</td>
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<td>130</td>
<td>30.92</td>
<td>34.84</td>
<td>-0.71</td>
<td>-0.02</td>
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<td>6,695–16,556</td>
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<td>90</td>
<td>47.07</td>
<td>43.34</td>
<td>0.68</td>
<td>0.01</td>
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<tr>
<td>16,557 or more</td>
<td>180</td>
<td>40</td>
<td>17.52</td>
<td>17.56</td>
<td>-0.01</td>
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† Not applicable.
# Rounds to zero.
* $p < .05.$

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

Table J-5.  Student nonresponse bias for selected variables for students in public, 4-year, doctoral institutions: 2006

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<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
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<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
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<td></td>
</tr>
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<td>5.31</td>
<td>5.89</td>
<td>-0.09</td>
<td>-0.02</td>
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<td>Mideast DE—DC, MD, NJ, NY, PA</td>
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<td>9.05</td>
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<td>6.95</td>
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<td>22.94</td>
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<td>11.85</td>
<td>18.01</td>
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<tr>
<td>Rocky Mountains—CO, ID, MT, UT, WY</td>
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<td>7.01</td>
<td>8.78</td>
<td>-0.28</td>
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<tr>
<td>Far West—AK, CA, HI, NV, OR, WA</td>
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<td>10.65</td>
<td>9.36</td>
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</tr>
<tr>
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<td>72.87</td>
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<td>62.33</td>
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See notes at end of table.
### Table J-5. Student nonresponse bias for selected variables for students in public, 4-year, doctoral institutions: 2006—Continued

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<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
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<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
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<td>Total Stafford amount received</td>
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<td>4.91</td>
<td>3.53</td>
<td>0.22</td>
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† Not applicable.

# Rounds to zero.

* p < .05.

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.

Table J-6. Student nonresponse bias for selected variables for students in private not-for-profit, less-than-4 year institutions: 2006

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<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
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<td>New England—CT, ME, MA, NH, RI, VT</td>
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<td>4.14</td>
<td>-0.59</td>
<td>-0.28</td>
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<td>16.70</td>
<td>17.69</td>
<td>-0.22</td>
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<td>Great Lakes—IL, IN, MI, OH, WI</td>
<td>50</td>
<td>10</td>
<td>14.52</td>
<td>9.65</td>
<td>1.08</td>
<td>0.08</td>
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<td>10</td>
<td>4.18</td>
<td>6.87</td>
<td>-0.60</td>
<td>-0.13</td>
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<td>22.92</td>
<td>22.24</td>
<td>0.15</td>
<td>0.01</td>
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<td>Southwest—AZ, NM, OK, TX</td>
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<td>10</td>
<td>2.09</td>
<td>2.58</td>
<td>-0.11</td>
<td>-0.05</td>
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<td>0.17</td>
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<td>-0.05</td>
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<td>2.12</td>
<td>0.06</td>
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<td>-0.11</td>
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See notes at end of table.
Table J-6. Student nonresponse bias for selected variables for students in private not-for-profit, less-than-4 year institutions: 2006—Continued

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<th>Unweighted nonrespondents</th>
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<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
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</tr>
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<td>75.36</td>
<td>68.52</td>
<td>1.52</td>
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<td>10</td>
<td>5.38</td>
<td>10.99</td>
<td>-1.25</td>
<td>-0.19</td>
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<td>19.26</td>
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<td>†</td>
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</tr>
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<td>75.04</td>
<td>0.73</td>
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<tr>
<td>1,828–6,694</td>
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<td>30</td>
<td>21.00</td>
<td>23.11</td>
<td>-0.47</td>
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<td>1.49</td>
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† Not applicable.
# Rounds to zero.

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.
Table J-7. Student nonresponse bias for selected variables for students in private not-for-profit, 4-year, nondoctoral institutions: 2006

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<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
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<th>Nonrespondent mean weighted</th>
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<th>Relative bias</th>
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</tr>
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<td>$0–1,550</td>
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<td>75.65</td>
<td>73.91</td>
<td>0.25</td>
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<tr>
<td>$1,551–2,700</td>
<td>130</td>
<td>30</td>
<td>8.57</td>
<td>14.55</td>
<td>-0.85</td>
<td>-0.09</td>
</tr>
<tr>
<td>$2,701 or more</td>
<td>280</td>
<td>40</td>
<td>15.78</td>
<td>11.54</td>
<td>0.60</td>
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<td><strong>Stafford loan status</strong></td>
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<tr>
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<td>43.20</td>
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<td>-0.01</td>
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<tr>
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<td>#</td>
<td>#</td>
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<td>-1.00</td>
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See notes at the end of the table.
Table J-7. Student nonresponse bias for selected variables for students in private not-for-profit, 4-year, nondothorcal institutions: 2006—Continued

<table>
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<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Stafford amount received</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>$0–2,625</td>
<td>1,690</td>
<td>210</td>
<td>90.77</td>
<td>82.22</td>
<td>1.21</td>
<td>0.01</td>
</tr>
<tr>
<td>$2,626–4,125</td>
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<td>10</td>
<td>2.56</td>
<td>5.61</td>
<td>-0.43</td>
<td>-0.14</td>
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<tr>
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<td>150</td>
<td>40</td>
<td>6.67</td>
<td>12.18</td>
<td>-0.78</td>
<td>-0.10</td>
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<td>Institution undergraduate enrollment</td>
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</tr>
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<td>0–1,827</td>
<td>920</td>
<td>120</td>
<td>41.45</td>
<td>38.68</td>
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<tr>
<td>1,828–6,694</td>
<td>870</td>
<td>120</td>
<td>51.95</td>
<td>46.41</td>
<td>0.78</td>
<td>0.02</td>
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<tr>
<td>6,695–16,556</td>
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<td>10</td>
<td>3.91</td>
<td>4.56</td>
<td>-0.09</td>
<td>-0.02</td>
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<tr>
<td>16,557 or more</td>
<td>20</td>
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<td>7.39</td>
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<td>-0.46</td>
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† Not applicable.
# Rounds to zero.
* p < .05.

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.
## Table J-8. Student nonresponse bias for selected variables for students in private not-for-profit, 4-year, doctoral institutions: 2006

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
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<tbody>
<tr>
<td>Bureau of Economic Analysis Code (OBE) Region</td>
<td></td>
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<td></td>
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<tr>
<td>New England—CT, ME, MA, NH, RI, VT</td>
<td>300</td>
<td>50</td>
<td>25.27</td>
<td>28.09</td>
<td>-0.39</td>
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</tr>
<tr>
<td>Mideast DE—DC, MD, NJ, NY, PA</td>
<td>390</td>
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<td>25.99</td>
<td>28.06</td>
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<td>-0.01</td>
</tr>
<tr>
<td>Great Lakes—IL, IN, MI, OH, WI</td>
<td>190</td>
<td>30</td>
<td>11.65</td>
<td>13.62</td>
<td>-0.27</td>
<td>-0.02</td>
</tr>
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<td>Plains—IA, KS, MN, MO, NE, ND, SD</td>
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<td>4.01</td>
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<td>Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV</td>
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<td>20</td>
<td>12.19</td>
<td>9.88</td>
<td>0.32</td>
<td>0.03</td>
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<tr>
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<td>10</td>
<td>3.55</td>
<td>5.16</td>
<td>-0.22</td>
<td>-0.06</td>
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<td>3.88</td>
<td>4.25</td>
<td>-0.05</td>
<td>-0.01</td>
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<td>12.04</td>
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<td>0.44</td>
<td>0.04</td>
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<tr>
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<td>0.15</td>
<td>0.12</td>
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<td>-0.02</td>
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<td>0.07</td>
<td>#</td>
<td>#</td>
<td>#</td>
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<tr>
<td>$1,551–2,700</td>
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<td>10</td>
<td>4.61</td>
<td>7.80</td>
<td>-0.44</td>
<td>-0.09</td>
</tr>
<tr>
<td>$2,701 or more</td>
<td>170</td>
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<td>11.89</td>
<td>11.23</td>
<td>0.09</td>
<td>0.01</td>
</tr>
<tr>
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<td>†</td>
<td>†</td>
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<td>†</td>
<td>†</td>
<td>†</td>
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See notes at end of table.
### Table J-8. Student nonresponse bias for selected variables for students in private not-for-profit, 4-year, doctoral institutions: 2006—Continued

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stafford loan status</td>
<td></td>
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<td></td>
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<tr>
<td>Received</td>
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<td>110</td>
<td>47.03</td>
<td>51.97</td>
<td>-0.68</td>
<td>-0.01</td>
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<td>100</td>
<td>52.97</td>
<td>48.04</td>
<td>0.68</td>
<td>0.01</td>
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<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Stafford amount received</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>190</td>
<td>95.34</td>
<td>90.78</td>
<td>0.62</td>
<td>0.01</td>
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<tr>
<td>$2,626–4,125</td>
<td>10</td>
<td>#</td>
<td>0.60</td>
<td>1.71</td>
<td>-0.15</td>
<td>-0.20</td>
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<tr>
<td>$4,126 or more</td>
<td>80</td>
<td>20</td>
<td>4.06</td>
<td>7.52</td>
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<td>-0.10</td>
</tr>
<tr>
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<td>†</td>
<td>†</td>
<td>†</td>
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<td></td>
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<tr>
<td>Institution undergraduate enrollment</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0–1,827</td>
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<td>8.20</td>
<td>7.25</td>
<td>0.13</td>
<td>0.02</td>
</tr>
<tr>
<td>1,828–6,694</td>
<td>650</td>
<td>100</td>
<td>42.89</td>
<td>37.01</td>
<td>0.81</td>
<td>0.02</td>
</tr>
<tr>
<td>6,695–16,556</td>
<td>500</td>
<td>70</td>
<td>35.19</td>
<td>43.54</td>
<td>-1.14</td>
<td>-0.03</td>
</tr>
<tr>
<td>16,557 or more</td>
<td>190</td>
<td>20</td>
<td>13.66</td>
<td>12.20</td>
<td>0.20</td>
<td>0.01</td>
</tr>
<tr>
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<td>†</td>
<td>†</td>
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</table>

† Not applicable.
# Rounds to zero.
* $p < .05.$

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.
### Table J-9. Student nonresponse bias for selected variables for students in private for-profit, less-than-2-year institutions: 2006

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
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<tr>
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<td></td>
<td></td>
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</tr>
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<td>New England—CT, ME, MA, NH, RI, VT</td>
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<td>5.27</td>
<td>6.33</td>
<td>-0.34</td>
<td>-0.06</td>
</tr>
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<td>Mideast DE—DC, MD, NJ, NY, PA</td>
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<td>18.95</td>
<td>17.38</td>
<td>0.51</td>
<td>0.03</td>
</tr>
<tr>
<td>Great Lakes—IL, IN, MI, OH, WI</td>
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<td>14.84</td>
<td>11.61</td>
<td>1.05</td>
<td>0.08</td>
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<td>Plains—I, KS, MN, MO, NE, ND, SD</td>
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<td>30</td>
<td>2.45</td>
<td>4.79</td>
<td>-0.76</td>
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<td>60</td>
<td>13.27</td>
<td>11.31</td>
<td>0.64</td>
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<tr>
<td>Southwest—AZ, NM, OK, TX</td>
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<td>110</td>
<td>25.26</td>
<td>33.94</td>
<td>-2.62</td>
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</tr>
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<td>Rocky Mountains—CO, ID, MT, UT, WY</td>
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<td>10</td>
<td>1.24</td>
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<td>0.01</td>
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<td>Far West—AK, CA, HI, NV, OR, WA</td>
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<td>14.20</td>
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<tr>
<td>Other Jurisdictions—PR</td>
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<td>40</td>
<td>4.71</td>
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<td>31.04</td>
<td>0.22</td>
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See notes at end of table.
Table J-9.  Student nonresponse bias for selected variables for students in private for-profit, less-than-2-year institutions: 2006—Continued

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<tr>
<th>Characteristic</th>
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<th>Unweighted nonrespondents</th>
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<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Stafford amount received</td>
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<td>$0–2,625</td>
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<td>240</td>
<td>50.65</td>
<td>50.42</td>
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<td>$2,626–4,125</td>
<td>120</td>
<td>60</td>
<td>12.38</td>
<td>14.52</td>
<td>-0.70</td>
<td>-0.05</td>
</tr>
<tr>
<td>$4,126 or more</td>
<td>380</td>
<td>160</td>
<td>36.98</td>
<td>35.07</td>
<td>0.62</td>
<td>0.02</td>
</tr>
<tr>
<td>Unknown</td>
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<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
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<td>97.42</td>
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<td>1,828–6,694</td>
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<td>6,695–16,556</td>
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<tr>
<td>16,557 or more</td>
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<td>0.50</td>
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</tbody>
</table>

† Not applicable.
# Rounds to zero.
* p < .05.

NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.
Table J-10. Student nonresponse bias for selected variables for students in private for-profit, 2-year-or-more institutions: 2006

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bureau of Economic Analysis Code (OBE) region</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>New England—CT, ME, MA, NH, RI, VT</td>
<td>30</td>
<td>10</td>
<td>1.59</td>
<td>2.20</td>
<td>-0.20</td>
<td>-0.11</td>
</tr>
<tr>
<td>Mideast DE—DC, MD, NJ, NY, PA</td>
<td>100</td>
<td>40</td>
<td>11.74</td>
<td>16.54</td>
<td>-1.53</td>
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<tr>
<td>Great Lakes—IL, IN, MI, OH, WI</td>
<td>100</td>
<td>50</td>
<td>13.33</td>
<td>12.00</td>
<td>0.42</td>
<td>0.03</td>
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<tr>
<td>Plains—IA, KS, MN, MO, NE, ND, SD</td>
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<td>#</td>
<td>1.44</td>
<td>2.41</td>
<td>-0.31</td>
<td>-0.18</td>
</tr>
<tr>
<td>Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV</td>
<td>260</td>
<td>90</td>
<td>39.34</td>
<td>31.47</td>
<td>2.51</td>
<td>0.07</td>
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<tr>
<td>Southwest—AZ, NM, OK, TX</td>
<td>80</td>
<td>50</td>
<td>8.14</td>
<td>13.55</td>
<td>-1.72</td>
<td>-0.17</td>
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<tr>
<td>Rocky Mountains—CO, ID, MT, UT, WY</td>
<td>90</td>
<td>30</td>
<td>8.44</td>
<td>5.53</td>
<td>0.93</td>
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<tr>
<td>Far West—AK, CA, HI, NV, OR, WA</td>
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<td>70</td>
<td>15.32</td>
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<td>Other Jurisdictions—PR</td>
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<td>320</td>
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<td>Applied for federal aid</td>
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<tr>
<td>No</td>
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<td>†</td>
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</tr>
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<td>Pell grant status</td>
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<tr>
<td>Received</td>
<td>500</td>
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<td>69.20</td>
<td>69.77</td>
<td>-0.18</td>
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<td>130</td>
<td>30.80</td>
<td>29.95</td>
<td>0.27</td>
<td>0.01</td>
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<td>†</td>
<td>†</td>
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<td>†</td>
</tr>
<tr>
<td>Total Pell amount received</td>
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</tr>
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<td>47.96</td>
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<td>-1.43</td>
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<tr>
<td>$1,551–2,700</td>
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<td>50</td>
<td>23.04</td>
<td>16.84</td>
<td>1.98</td>
<td>0.09</td>
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<tr>
<td>$2,701 or more</td>
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<td>90</td>
<td>28.99</td>
<td>30.72</td>
<td>-0.55</td>
<td>-0.02</td>
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<tr>
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<td>Stafford loan status</td>
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<tr>
<td>Received</td>
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<td>280</td>
<td>89.54</td>
<td>90.74</td>
<td>-0.38</td>
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<tr>
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<td>60</td>
<td>10.46</td>
<td>9.19</td>
<td>0.40</td>
<td>0.04</td>
</tr>
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<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
<td>†</td>
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</tbody>
</table>

See notes at end of table.
### Table J-10. Student nonresponse bias for selected variables for students in private for-profit, 2-year-or-more institutions: 2006—Continued

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Unweighted respondents</th>
<th>Unweighted nonrespondents</th>
<th>Respondent mean weighted</th>
<th>Nonrespondent mean weighted</th>
<th>Estimated bias</th>
<th>Relative bias</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Stafford amount received</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$0–2,625</td>
<td>350</td>
<td>130</td>
<td>28.86</td>
<td>27.02</td>
<td>0.59</td>
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<td>60</td>
<td>14.71</td>
<td>13.26</td>
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<td>0.03</td>
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<tr>
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<td>350</td>
<td>160</td>
<td>56.43</td>
<td>59.72</td>
<td>-1.05</td>
<td>-0.02</td>
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<td>†</td>
<td>†</td>
<td>†</td>
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<tr>
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<tr>
<td>0–1,827</td>
<td>570</td>
<td>260</td>
<td>71.59</td>
<td>69.47</td>
<td>0.67</td>
<td>0.01</td>
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<tr>
<td>1,828–6,694</td>
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<td>22.03</td>
<td>23.59</td>
<td>-0.50</td>
<td>-0.02</td>
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<td>6,695–16,556</td>
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<td>10</td>
<td>2.54</td>
<td>2.16</td>
<td>0.12</td>
<td>0.05</td>
</tr>
<tr>
<td>16,557 or more</td>
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<td>#</td>
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<td>2.90</td>
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<td>-0.21</td>
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<tr>
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<td>10</td>
<td>2.25</td>
<td>1.89</td>
<td>0.11</td>
<td>0.05</td>
</tr>
</tbody>
</table>

† Not applicable.  
# Rounds to zero.  
NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System.  
### Item-Level Nonresponse Bias Analysis

#### Table J-11. Items with less than 85 percent item response rates and number of cases eligible to respond to the item: 2006

<table>
<thead>
<tr>
<th>Variable</th>
<th>Variable label</th>
<th>Cases eligible to respond to item</th>
<th>Item response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCCLTYA</td>
<td>Type of class: business</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYB</td>
<td>Type of class: health</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYC</td>
<td>Type of class: education</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYD</td>
<td>Type of class: engineering and engineering technology</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYE</td>
<td>Type of class: computer and information sciences</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYF</td>
<td>Type of class: social sciences</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYG</td>
<td>Type of class: natural sciences and mathematics</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYH</td>
<td>Type of class: arts and humanities</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYI</td>
<td>Type of class: communications</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYJ</td>
<td>Type of class: vocational program</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYK</td>
<td>Type of classes: university transfer</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYL</td>
<td>Type of classes: general education</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCCLTYX</td>
<td>Type of class: other</td>
<td>1,430</td>
<td>42.79</td>
</tr>
<tr>
<td>KCDGPRRT</td>
<td>Type of professional degree</td>
<td>910</td>
<td>11.67</td>
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<tr>
<td>KCERNS</td>
<td>Number of months or terms worked</td>
<td>2,660</td>
<td>48.84</td>
</tr>
<tr>
<td>KCFAMLN</td>
<td>Parents helping to repay loans</td>
<td>2,180</td>
<td>48.39</td>
</tr>
<tr>
<td>KCGPAEST</td>
<td>Estimate of GPA</td>
<td>1,740</td>
<td>39.30</td>
</tr>
<tr>
<td>KCLVA</td>
<td>Drop: academic problems</td>
<td>400</td>
<td>80.69</td>
</tr>
<tr>
<td>KCLVB</td>
<td>Drop: scheduling problems</td>
<td>400</td>
<td>80.69</td>
</tr>
<tr>
<td>KCLVC</td>
<td>Drop: dissatisfaction with program</td>
<td>400</td>
<td>80.69</td>
</tr>
<tr>
<td>KCLVD</td>
<td>Drop: financial reasons</td>
<td>400</td>
<td>80.69</td>
</tr>
<tr>
<td>KCLVE</td>
<td>Drop: family responsibilities</td>
<td>400</td>
<td>80.69</td>
</tr>
<tr>
<td>KCLVF</td>
<td>Drop: personal reasons</td>
<td>400</td>
<td>80.69</td>
</tr>
<tr>
<td>KCLVG</td>
<td>Drop: finished desired classes</td>
<td>400</td>
<td>80.69</td>
</tr>
<tr>
<td>KCLVH</td>
<td>Drop: Called for military service</td>
<td>400</td>
<td>80.69</td>
</tr>
<tr>
<td>KCLVX</td>
<td>Drop: other</td>
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<td>80.69</td>
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<tr>
<td>KCRELCRS</td>
<td>Job related to coursework</td>
<td>2,320</td>
<td>57.93</td>
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<td>KCRPYAMT</td>
<td>Monthly payment on education loans</td>
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<td>78.94</td>
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<td>KCRPYST</td>
<td>Currently repaying any education loans</td>
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<td>81.41</td>
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<tr>
<td>KCTOTERN</td>
<td>Total earnings</td>
<td>9,020</td>
<td>83.43</td>
</tr>
<tr>
<td>KCUGOWE</td>
<td>Amount owed for undergrad education</td>
<td>7,240</td>
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<tr>
<td>KCWKSWK</td>
<td>Proportion of weeks worked while enrolled</td>
<td>5,130</td>
<td>73.31</td>
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<tr>
<td>KDAD</td>
<td>Job placement: advertisement</td>
<td>4,160</td>
<td>82.61</td>
</tr>
<tr>
<td>KDCONCER</td>
<td>Degree required: certificate</td>
<td>4,160</td>
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</tr>
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<td>KDCONDDB</td>
<td>Degree required: bachelor’s or associate’s</td>
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<td>81.28</td>
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<tr>
<td>KDCONLIC</td>
<td>Degree required: license</td>
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<td>81.28</td>
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<td>KDCONNON</td>
<td>Degree required: none</td>
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<td>81.28</td>
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<td>KDCURTPY</td>
<td>Type of employer</td>
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<td>KDEARNT</td>
<td>Time frame for earnings</td>
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<td>79.29</td>
</tr>
<tr>
<td>KDEMPPBEN</td>
<td>Employer offers health insurance</td>
<td>3,990</td>
<td>81.67</td>
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<tr>
<td>KDERNAMT</td>
<td>Amount earned from job</td>
<td>4,160</td>
<td>79.32</td>
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<tr>
<td>KDFIRSTJ</td>
<td>First job after leaving most recent school</td>
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<td>KDHOURS</td>
<td>Hours worked weekly</td>
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<td>KDINTERN</td>
<td>Had an internship or practicum</td>
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<tr>
<td>KDLICT2</td>
<td>License/certification code - general</td>
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<td>Type of license/certificate required for job - specific</td>
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<tr>
<td>KDNETWRK</td>
<td>Job placement: network</td>
<td>4,160</td>
<td>82.61</td>
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</table>

See notes at end of table.
Table J-11. Items with less than 85 percent item response rates and number of cases eligible to respond to the item—Continued

<table>
<thead>
<tr>
<th>Variable</th>
<th>Variable label</th>
<th>Cases eligible to respond to item</th>
<th>Item response rate</th>
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<tbody>
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<td>KDNUMOUT</td>
<td>Number of periods of unemployment</td>
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<td>84.97</td>
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<tr>
<td>KDPPLCOTH</td>
<td>Job placement: other</td>
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<td>82.61</td>
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<tr>
<td>KDPRGCGRT</td>
<td>Took classes toward certificate</td>
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<td>KDCRELCA</td>
<td>Job related to career goals</td>
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<td>KDRELCS</td>
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<td>KDCRELMJ</td>
<td>Job related to major</td>
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<td>KDCRESUME</td>
<td>Job placement: resume</td>
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<td>82.61</td>
</tr>
<tr>
<td>KDCSHELP</td>
<td>Job placement: school assistance</td>
<td>4,160</td>
<td>82.61</td>
</tr>
<tr>
<td>KDCSEARCH</td>
<td>Looking for a job</td>
<td>1,830</td>
<td>60.37</td>
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<tr>
<td>KDSIMJOB</td>
<td>Held same or similar job</td>
<td>4,160</td>
<td>82.67</td>
</tr>
<tr>
<td>KDTOTERN</td>
<td>Total earnings</td>
<td>4,160</td>
<td>78.73</td>
</tr>
<tr>
<td>KDUNTIM</td>
<td>Longest period of unemployment</td>
<td>1,440</td>
<td>41.83</td>
</tr>
<tr>
<td>KDWOTR</td>
<td>Job attainment through training</td>
<td>4,160</td>
<td>82.64</td>
</tr>
<tr>
<td>KECARAMT</td>
<td>Car payment amount</td>
<td>4,880</td>
<td>70.11</td>
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<tr>
<td>KECHLND</td>
<td>Received: child support</td>
<td>2,930</td>
<td>48.64</td>
</tr>
<tr>
<td>KECRDBAL</td>
<td>Balance due on all credit cards</td>
<td>5,110</td>
<td>68.29</td>
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<tr>
<td>KEDAGE</td>
<td>Age of youngest dependent child</td>
<td>4,030</td>
<td>65.04</td>
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<tr>
<td>KEDISAB</td>
<td>Received: disability payments</td>
<td>2,930</td>
<td>48.54</td>
</tr>
<tr>
<td>KEFEMA</td>
<td>Received: FEMA Disaster Assistance</td>
<td>2,930</td>
<td>48.66</td>
</tr>
<tr>
<td>KEHISA</td>
<td>Hispanic type: Cuban descent</td>
<td>2,190</td>
<td>81.43</td>
</tr>
<tr>
<td>KEHISB</td>
<td>Hispanic type: Mexican, Mexican-American, or Chicano</td>
<td>2,190</td>
<td>81.43</td>
</tr>
<tr>
<td>KEHISC</td>
<td>Hispanic type: Puerto Rican</td>
<td>2,190</td>
<td>81.43</td>
</tr>
<tr>
<td>KEHISD</td>
<td>Hispanic type: other Spanish/Latino origin</td>
<td>2,190</td>
<td>81.43</td>
</tr>
<tr>
<td>KEHRPLA</td>
<td>hurricane impact: transferred temporarily</td>
<td>1,750</td>
<td>16.43</td>
</tr>
<tr>
<td>KEHRPLB</td>
<td>hurricane impact: transferred permanently</td>
<td>1,750</td>
<td>16.43</td>
</tr>
<tr>
<td>KEHRPLC</td>
<td>hurricane impact: took classes on-line</td>
<td>1,750</td>
<td>16.43</td>
</tr>
<tr>
<td>KEHRPLD</td>
<td>hurricane impact: delayed enrollment</td>
<td>1,750</td>
<td>16.43</td>
</tr>
<tr>
<td>KEHRPLE</td>
<td>hurricane impact: dropped out</td>
<td>1,750</td>
<td>16.43</td>
</tr>
<tr>
<td>KEHRPLF</td>
<td>hurricane impact: other</td>
<td>1,750</td>
<td>16.43</td>
</tr>
<tr>
<td>KEINCSP</td>
<td>Spouse’s earnings in 2005</td>
<td>3,260</td>
<td>56.26</td>
</tr>
<tr>
<td>KEMTGMAMT</td>
<td>Monthly rent or mortgage payment amount</td>
<td>8,710</td>
<td>81.28</td>
</tr>
<tr>
<td>KEMTCDK</td>
<td>Monthly rent or mortgage payment amount: don’t know</td>
<td>8,710</td>
<td>81.67</td>
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<tr>
<td>KEPAYOFF</td>
<td>Payoff or carry credit balance</td>
<td>9,230</td>
<td>83.41</td>
</tr>
<tr>
<td>KERTSVA</td>
<td>Rate volunteer: career choice</td>
<td>7,080</td>
<td>77.33</td>
</tr>
<tr>
<td>KERTSVB</td>
<td>Rate volunteer: apply my skills to the real world</td>
<td>7,080</td>
<td>77.33</td>
</tr>
<tr>
<td>KERTSVC</td>
<td>Rate volunteer: expand skills</td>
<td>7,080</td>
<td>77.33</td>
</tr>
<tr>
<td>KERTSVD</td>
<td>Rate volunteer: resume</td>
<td>7,080</td>
<td>77.33</td>
</tr>
<tr>
<td>KERTSVE</td>
<td>Rate volunteer: choice of majors</td>
<td>7,080</td>
<td>77.33</td>
</tr>
<tr>
<td>KERTSXF</td>
<td>Rate volunteer: compassionate person</td>
<td>7,080</td>
<td>77.33</td>
</tr>
<tr>
<td>KERTSVG</td>
<td>Rate volunteer: awareness of social issues</td>
<td>7,080</td>
<td>77.33</td>
</tr>
<tr>
<td>KERTSVH</td>
<td>Rate volunteer: none of the above</td>
<td>7,080</td>
<td>77.33</td>
</tr>
<tr>
<td>KESCHVA</td>
<td>Why volunteer: class requirement</td>
<td>7,080</td>
<td>77.50</td>
</tr>
<tr>
<td>KESCHVB</td>
<td>Why volunteer: campus organization</td>
<td>7,080</td>
<td>77.50</td>
</tr>
<tr>
<td>KESCHVC</td>
<td>Why volunteer: encouraged by friends, family, faculty, etc</td>
<td>7,080</td>
<td>77.50</td>
</tr>
<tr>
<td>KESCHVD</td>
<td>Why volunteer: expression of my personal beliefs and values</td>
<td>7,080</td>
<td>77.50</td>
</tr>
<tr>
<td>KESCHVE</td>
<td>Why volunteer: meet new people</td>
<td>7,080</td>
<td>77.50</td>
</tr>
<tr>
<td>KESCHVF</td>
<td>Why volunteer: develop useful skills</td>
<td>7,080</td>
<td>77.50</td>
</tr>
<tr>
<td>KESCHVG</td>
<td>Why volunteer: feel good about myself</td>
<td>7,080</td>
<td>77.50</td>
</tr>
<tr>
<td>KESCHVX</td>
<td>Why volunteer: other</td>
<td>7,080</td>
<td>77.50</td>
</tr>
<tr>
<td>KESOCSEC</td>
<td>Received: social security benefits</td>
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<td>48.66</td>
</tr>
<tr>
<td>KESPAMT</td>
<td>Spouse’s total student loan amount</td>
<td>1,810</td>
<td>16.81</td>
</tr>
</tbody>
</table>

See notes at the end of the table.
Table J-11. Items with less than 85 percent item response rates and number of cases eligible to respond to the item—Continued

<table>
<thead>
<tr>
<th>Variable</th>
<th>Variable label</th>
<th>Cases eligible to respond to item</th>
<th>Item response rate</th>
</tr>
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<tbody>
<tr>
<td>KESPCOL</td>
<td>Spouse in college</td>
<td>3,260</td>
<td>57.61</td>
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<tr>
<td>KESPLN</td>
<td>Spouse’s student loans</td>
<td>3,260</td>
<td>57.41</td>
</tr>
<tr>
<td>KESPLNYP</td>
<td>Spouse’s monthly payment of student loans</td>
<td>1,810</td>
<td>17.22</td>
</tr>
<tr>
<td>KESPLV</td>
<td>Spouse’s education level</td>
<td>3,260</td>
<td>57.54</td>
</tr>
<tr>
<td>KESTMPS</td>
<td>Received: food stamps</td>
<td>2,930</td>
<td>48.66</td>
</tr>
<tr>
<td>KETANF</td>
<td>Received: TANF</td>
<td>2,930</td>
<td>48.66</td>
</tr>
<tr>
<td>KETAXTYX</td>
<td>Received: other untaxed benefits</td>
<td>2,930</td>
<td>48.50</td>
</tr>
<tr>
<td>KEVLRHS</td>
<td>Number of hours volunteered per month</td>
<td>6,060</td>
<td>72.56</td>
</tr>
<tr>
<td>KEVLONE</td>
<td>One time volunteer event</td>
<td>7,080</td>
<td>77.59</td>
</tr>
<tr>
<td>KEVLTA</td>
<td>Volunteer: tutoring/education-related</td>
<td>7,080</td>
<td>77.39</td>
</tr>
<tr>
<td>KEVLTB</td>
<td>Volunteer: other work with kids</td>
<td>7,080</td>
<td>77.39</td>
</tr>
<tr>
<td>KEVLTC</td>
<td>Volunteer: fundraising (political and nonpolitical)</td>
<td>7,080</td>
<td>77.39</td>
</tr>
<tr>
<td>KEVLTD</td>
<td>Volunteer: homeless shelter/soup kitchen</td>
<td>7,080</td>
<td>77.39</td>
</tr>
<tr>
<td>KEVLTE</td>
<td>Volunteer: neighborhood improvement</td>
<td>7,080</td>
<td>77.39</td>
</tr>
<tr>
<td>KEVLTF</td>
<td>Volunteer: health services</td>
<td>7,080</td>
<td>77.39</td>
</tr>
<tr>
<td>KEVLTG</td>
<td>Volunteer: service to the church</td>
<td>7,080</td>
<td>77.39</td>
</tr>
<tr>
<td>KEVLTX</td>
<td>Volunteer: other</td>
<td>7,080</td>
<td>77.39</td>
</tr>
<tr>
<td>KEWRKCMP</td>
<td>Received: worker’s compensation</td>
<td>2,930</td>
<td>48.66</td>
</tr>
</tbody>
</table>

NOTE: None of the variables included in the abbreviated interview met the qualifications for inclusion in this table. FEMA = Federal Emergency Management Agency. GPA = grade point average. TANF = Temporary Assistance for Needy Families.

Table J-12. Item nonresponse bias before imputation for KCGPAEST (estimate of GPA) for student from all institutions: 2006

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Before imputation</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unweighted</td>
<td>Unweighted</td>
<td>Respondent</td>
<td>Nonrespondent</td>
<td>Estimated</td>
<td>Relative</td>
</tr>
<tr>
<td></td>
<td>respondents</td>
<td>nonrespondents</td>
<td>mean weighted</td>
<td>mean weighted</td>
<td>bias</td>
<td>bias</td>
</tr>
<tr>
<td>Institution type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public less-than-2-year</td>
<td>70</td>
<td>20</td>
<td>10.22</td>
<td>2.05</td>
<td>7.11*</td>
<td>2.28</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>270</td>
<td>310</td>
<td>37.68</td>
<td>30.05</td>
<td>6.63*</td>
<td>0.21</td>
</tr>
<tr>
<td>Public 4-year non-doctorate-granting</td>
<td>30</td>
<td>120</td>
<td>4.76</td>
<td>11.80</td>
<td>-6.12*</td>
<td>-0.56</td>
</tr>
<tr>
<td>Public 4-year doctorate-granting</td>
<td>50</td>
<td>170</td>
<td>7.00</td>
<td>16.78</td>
<td>-8.50*</td>
<td>-0.55</td>
</tr>
<tr>
<td>Private not-for-profit less-than-4-year</td>
<td>20</td>
<td>50</td>
<td>3.36</td>
<td>4.49</td>
<td>-0.98</td>
<td>-0.23</td>
</tr>
<tr>
<td>Private not-for-profit 4-year non-doctorate-granting</td>
<td>50</td>
<td>110</td>
<td>7.00</td>
<td>10.54</td>
<td>-3.07</td>
<td>-0.31</td>
</tr>
<tr>
<td>Private not-for-profit 4-year doctorate-granting</td>
<td>40</td>
<td>90</td>
<td>5.74</td>
<td>8.88</td>
<td>-2.73</td>
<td>-0.32</td>
</tr>
<tr>
<td>Private for-profit less-than-2-year</td>
<td>120</td>
<td>90</td>
<td>16.53</td>
<td>9.17</td>
<td>6.40</td>
<td>0.63</td>
</tr>
<tr>
<td>Private for-profit 2-year-or-more</td>
<td>60</td>
<td>60</td>
<td>7.70</td>
<td>6.24</td>
<td>1.27</td>
<td>0.20</td>
</tr>
<tr>
<td>Bureau of Economic Analysis Code (OBE) region</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>New England—CT, ME, MA, NH, RI, VT</td>
<td>60</td>
<td>50</td>
<td>7.98</td>
<td>5.27</td>
<td>2.36</td>
<td>0.42</td>
</tr>
<tr>
<td>Mideast DE—DC, MD, NJ, NY, PA</td>
<td>100</td>
<td>130</td>
<td>14.15</td>
<td>12.98</td>
<td>1.02</td>
<td>0.08</td>
</tr>
<tr>
<td>Great Lakes—IL, IN, MI, OH, WI</td>
<td>90</td>
<td>120</td>
<td>12.32</td>
<td>12.00</td>
<td>0.28</td>
<td>0.02</td>
</tr>
<tr>
<td>Plains—IA, KS, MN, MO, NE, ND, SD</td>
<td>60</td>
<td>100</td>
<td>8.54</td>
<td>9.27</td>
<td>-0.63</td>
<td>-0.07</td>
</tr>
<tr>
<td>Southeast—AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV</td>
<td>200</td>
<td>210</td>
<td>27.87</td>
<td>20.10</td>
<td>6.76</td>
<td>0.32</td>
</tr>
<tr>
<td>Southwest—AZ, NM, OK, TX</td>
<td>80</td>
<td>110</td>
<td>10.50</td>
<td>10.73</td>
<td>-0.20</td>
<td>-0.02</td>
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<tr>
<td>Rocky Mountains—CO, ID, MT, UT, WY</td>
<td>30</td>
<td>40</td>
<td>3.50</td>
<td>3.51</td>
<td>-0.01</td>
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<tr>
<td>Far West—AK, CA, HI, NV, OR, WA</td>
<td>100</td>
<td>150</td>
<td>14.01</td>
<td>14.24</td>
<td>-0.21</td>
<td>-0.01</td>
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<tr>
<td>Other Jurisdictions—PR</td>
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<td>120</td>
<td>1.12</td>
<td>11.90</td>
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<tr>
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<td>540</td>
<td>780</td>
<td>75.35</td>
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<td>250</td>
<td>24.65</td>
<td>24.00</td>
<td>0.57</td>
<td>0.02</td>
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<td>No</td>
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<tr>
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<td>130</td>
<td>200</td>
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<td>19.71</td>
<td>-0.94</td>
<td>-0.05</td>
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<td>†</td>
<td>†</td>
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</tr>
</tbody>
</table>

See notes at end of table.
Table J-12. Item nonresponse bias before imputation for KCGPAEST (estimate of GPA) for student from all institutions: 2006—Continued

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Before imputation</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unweighted</td>
<td>Unweighted</td>
<td>Respondent</td>
<td>Nonrespondent</td>
<td>Estimated</td>
<td>Relative</td>
</tr>
<tr>
<td></td>
<td>respondents</td>
<td>nonrespondents</td>
<td>mean weighted</td>
<td>mean weighted</td>
<td>bias</td>
<td>bias</td>
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<td>Pell grant status</td>
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<td>Received</td>
<td>330</td>
<td>450</td>
<td>46.08</td>
<td>44.10</td>
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<tr>
<td>Did not receive</td>
<td>380</td>
<td>570</td>
<td>53.78</td>
<td>55.71</td>
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<td>#</td>
<td>#</td>
<td>0.14</td>
<td>0.20</td>
<td>-0.05*</td>
<td>-0.25</td>
</tr>
<tr>
<td>Total Pell amount received</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$0–1,550</td>
<td>470</td>
<td>650</td>
<td>65.13</td>
<td>63.22</td>
<td>1.66</td>
<td>0.03</td>
</tr>
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<td>100</td>
<td>100</td>
<td>14.01</td>
<td>10.15</td>
<td>3.36</td>
<td>0.32</td>
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<td>$2,701 or more</td>
<td>150</td>
<td>270</td>
<td>20.87</td>
<td>26.63</td>
<td>-5.01</td>
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<td>-0.08</td>
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<td>Did not receive</td>
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<td>620</td>
<td>63.87</td>
<td>60.29</td>
<td>3.11</td>
<td>0.05</td>
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<td>0.20</td>
<td>-0.05*</td>
<td>-0.25</td>
</tr>
<tr>
<td>Total Stafford amount received</td>
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<td></td>
<td></td>
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</tr>
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<td>$0–2,625</td>
<td>600</td>
<td>900</td>
<td>83.33</td>
<td>87.71</td>
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<td>$2,626–4,125</td>
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<td>30</td>
<td>4.20</td>
<td>3.02</td>
<td>1.02</td>
<td>0.32</td>
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<td>$4,126 or more</td>
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<td>100</td>
<td>12.46</td>
<td>9.27</td>
<td>2.78*</td>
<td>0.29</td>
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<td>†</td>
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<tr>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>0–1,827</td>
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<td>260</td>
<td>38.38</td>
<td>25.66</td>
<td>11.06</td>
<td>0.40</td>
</tr>
<tr>
<td>1,828–6,694</td>
<td>160</td>
<td>260</td>
<td>22.55</td>
<td>25.76</td>
<td>-2.79</td>
<td>-0.11</td>
</tr>
<tr>
<td>6,695–16,556</td>
<td>140</td>
<td>230</td>
<td>19.75</td>
<td>21.95</td>
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<td>16,557 or more</td>
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<td>270</td>
<td>17.37</td>
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† Not applicable.
# Rounds to zero.
* p < .05.
NOTE: Standard Postal Service abbreviations are used. CPS = Central Processing System. To view the complete set of BPS:04/06 item nonresponse bias analysis tables see http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008184.
<table>
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<tr>
<th>Variable</th>
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<th>Median estimated bias</th>
<th>Mean relative bias</th>
<th>Median relative bias</th>
<th>Percent significant bias</th>
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<td>KCCLTYA</td>
<td>Type of class: business</td>
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<td>KDEMPBEN</td>
<td>Employer offers health insurance</td>
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<td>KDERNAMT</td>
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<td>KDHOURS</td>
<td>Hours worked weekly</td>
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<td>KDINTERN</td>
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<td>-0.01</td>
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See notes at end of table.
### Table J-13. Summary of item nonresponse bias analysis for all students: 2006—Continued

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<th>Variable</th>
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<th>Median estimated bias</th>
<th>Mean relative bias</th>
<th>Median relative bias</th>
<th>Percent significant bias</th>
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<td>KDTOTERN</td>
<td>Total earnings</td>
<td>1.76</td>
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<td>KDUNTIM</td>
<td>Longest period of unemployment</td>
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<td>Balance due on all credit cards</td>
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<td>0.01</td>
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<td>Age of youngest dependent child</td>
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<td>Received: disability payments</td>
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<td>-0.05</td>
<td>53.85</td>
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<td>Received: FEMA Disaster Assistance</td>
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<td>KEHISB</td>
<td>Hispanic type: Mexican, Mexican-American, or Chicano</td>
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<td>1.25</td>
<td>-0.02</td>
<td>-0.03</td>
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<td>Spouse's earnings in 2005</td>
<td>3.12</td>
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<td>KEMTGAMT</td>
<td>Monthly rent or mortgage payment amount</td>
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<td>-0.07</td>
<td>-0.01</td>
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<td>KERTSVA</td>
<td>Rate volunteer: career choice</td>
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<td>1.67</td>
<td>-0.11</td>
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<td>1.67</td>
<td>-0.11</td>
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<td>1.67</td>
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<td>-0.11</td>
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<td>-0.11</td>
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<tr>
<td>KERTSVG</td>
<td>Rate volunteer: awareness of social issues</td>
<td>2.75</td>
<td>1.67</td>
<td>-0.11</td>
<td>-0.02</td>
<td>51.28</td>
</tr>
<tr>
<td>KERTSVH</td>
<td>Rate volunteer: none of the above</td>
<td>2.75</td>
<td>1.67</td>
<td>-0.11</td>
<td>-0.02</td>
<td>51.28</td>
</tr>
<tr>
<td>KESCHVA</td>
<td>Why volunteer: class requirement</td>
<td>2.76</td>
<td>1.73</td>
<td>-0.11</td>
<td>-0.01</td>
<td>51.28</td>
</tr>
<tr>
<td>KESCHVB</td>
<td>Why volunteer: campus organization</td>
<td>2.76</td>
<td>1.73</td>
<td>-0.11</td>
<td>-0.01</td>
<td>51.28</td>
</tr>
<tr>
<td>KESCHVC</td>
<td>Why volunteer: encouraged by friends, family, faculty, etc</td>
<td>2.76</td>
<td>1.73</td>
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<td>51.28</td>
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<tr>
<td>KESCHVD</td>
<td>Why volunteer: expression of my personal beliefs and values</td>
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<td>1.73</td>
<td>-0.11</td>
<td>-0.01</td>
<td>51.28</td>
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<tr>
<td>KESCHVE</td>
<td>Why volunteer: meet new people</td>
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<td>1.73</td>
<td>-0.11</td>
<td>-0.01</td>
<td>51.28</td>
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<tr>
<td>KESCHVF</td>
<td>Why volunteer: develop useful skills</td>
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<td>1.73</td>
<td>-0.11</td>
<td>-0.01</td>
<td>51.28</td>
</tr>
<tr>
<td>KESCHVG</td>
<td>Why volunteer: feel good about myself</td>
<td>2.76</td>
<td>1.73</td>
<td>-0.11</td>
<td>-0.01</td>
<td>51.28</td>
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<tr>
<td>KESCHVX</td>
<td>Why volunteer: other</td>
<td>2.76</td>
<td>1.73</td>
<td>-0.11</td>
<td>-0.01</td>
<td>51.28</td>
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<tr>
<td>KESOCSEC</td>
<td>Received: social security benefits</td>
<td>4.28</td>
<td>3.35</td>
<td>-0.01</td>
<td>-0.05</td>
<td>53.85</td>
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<tr>
<td>KESPAMT</td>
<td>Spouse's total student loan amount</td>
<td>3.71</td>
<td>2.36</td>
<td>0.02</td>
<td>-0.03</td>
<td>20.51</td>
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<td>KESPCOL</td>
<td>Spouse in college</td>
<td>3.29</td>
<td>2.89</td>
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<td>53.85</td>
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<td>KESPLN</td>
<td>Spouse's student loans</td>
<td>3.28</td>
<td>2.99</td>
<td>-0.05</td>
<td>-0.01</td>
<td>48.72</td>
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<td>KESPLNPY</td>
<td>Spouse's monthly payment of student loans</td>
<td>3.71</td>
<td>2.67</td>
<td>0.01</td>
<td>-0.01</td>
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<tr>
<td>KESPLV</td>
<td>Spouse's education level</td>
<td>3.27</td>
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<td>-0.01</td>
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<td>KESTMPS</td>
<td>Received: food stamps</td>
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<td>-0.01</td>
<td>-0.05</td>
<td>53.85</td>
</tr>
<tr>
<td>KETANF</td>
<td>Received: TANF</td>
<td>4.28</td>
<td>3.35</td>
<td>-0.01</td>
<td>-0.05</td>
<td>53.85</td>
</tr>
<tr>
<td>KETAXTYX</td>
<td>Received: other untaxed benefits</td>
<td>4.29</td>
<td>3.33</td>
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<td>-0.06</td>
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<td>KEVLHRS</td>
<td>Number of hours volunteered per month</td>
<td>2.96</td>
<td>1.85</td>
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<td>KEVLONE</td>
<td>One time volunteer event</td>
<td>2.76</td>
<td>1.70</td>
<td>-0.11</td>
<td>-0.01</td>
<td>51.28</td>
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<td>KEVLTA</td>
<td>Volunteer: tutoring/education-related</td>
<td>2.75</td>
<td>1.72</td>
<td>-0.11</td>
<td>-0.02</td>
<td>48.72</td>
</tr>
<tr>
<td>KEVLTB</td>
<td>Volunteer: other work with kids</td>
<td>2.75</td>
<td>1.72</td>
<td>-0.11</td>
<td>-0.02</td>
<td>48.72</td>
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<tr>
<td>KEVLTC</td>
<td>Volunteer: fundraising (political and nonpolitical)</td>
<td>2.75</td>
<td>1.72</td>
<td>-0.11</td>
<td>-0.02</td>
<td>48.72</td>
</tr>
<tr>
<td>KEVLTD</td>
<td>Volunteer: homeless shelter/soup kitchen</td>
<td>2.75</td>
<td>1.72</td>
<td>-0.11</td>
<td>-0.02</td>
<td>48.72</td>
</tr>
<tr>
<td>KEVLTE</td>
<td>Volunteer: neighborhood improvement</td>
<td>2.75</td>
<td>1.72</td>
<td>-0.11</td>
<td>-0.02</td>
<td>48.72</td>
</tr>
</tbody>
</table>

See notes at the end of the table.
### Table J-13. Summary of item nonresponse bias analysis for all students: 2006—Continued

<table>
<thead>
<tr>
<th>Variable</th>
<th>Variable label</th>
<th>Mean estimated bias</th>
<th>Median estimated bias</th>
<th>Mean relative bias</th>
<th>Median relative bias</th>
<th>Percent significant bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEVLTTF</td>
<td>Volunteer: health services</td>
<td>2.75</td>
<td>1.72</td>
<td>-0.11</td>
<td>-0.02</td>
<td>48.72</td>
</tr>
<tr>
<td>KEVLTG</td>
<td>Volunteer: service to the church</td>
<td>2.75</td>
<td>1.72</td>
<td>-0.11</td>
<td>-0.02</td>
<td>48.72</td>
</tr>
<tr>
<td>KEVLTX</td>
<td>Volunteer: other</td>
<td>2.75</td>
<td>1.72</td>
<td>-0.11</td>
<td>-0.02</td>
<td>48.72</td>
</tr>
<tr>
<td>KEWRKOMP</td>
<td>Received: worker's compensation</td>
<td>4.28</td>
<td>3.35</td>
<td>-0.01</td>
<td>-0.05</td>
<td>53.85</td>
</tr>
</tbody>
</table>

# Rounds to zero.

**NOTE:** GPA = Grade Point Average. FEMA = Federal Emergency Management Agency. GPA = grade point average. TANF = Temporary Assistance for Needy Families.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).